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ABSTRACT

This K-12 social studies curriculum guide was developed to provide local schools in South Dakota with a point of departure for their own curriculum development. There are five sections to the guide. Section one, "Social Studies Standards of Excellence," discusses shared decision making and commitment, community support for the social studies, staffing and staff development, organizing, instructional activities, evaluation, social studies resources, and curriculum planning. Goals for each area of the K-12 curriculum are outlined in section two. These areas include American Indian education, anthropology, career education, citizenship, consumer education, contemporary issues, drug/alcohol education, economics and free enterprise, environmental education, geography, government, historical and cultural impact of religion, multi-cultural education, psychology, rights and responsibilities, social behavior, sociology, South Dakota studies, and world and American history. Section three provides an overview of the K-12 social studies scope and sequence and section four examines the problem-solving and critical-thinking skills integrated throughout the curriculum. The final section presents and discusses the six major steps in curriculum development. Quotes from research are presented. Included in the appendices are a glossary of terms and recommendations of the National Council of Social Studies. (RM)

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SOUTH DAKOTA SOCIAL STUDIES CURRICULUM GUIDE

KINDERGARTEN - TWELVE

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Division of Elementary and Secondary Education
Office of Curriculum and Instruction
Social Studies Program

SO 014 095

Richard F. Kneip Building
Pierre, South Dakota
August, 1981

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Director of Social Studies
Office of Curriculum and Instruction

A. Joyce Levin, Ph.D.
Director of Curriculum and Instruction

James O. Hansen, Ed.D.
State Superintendent
Division of Elementary and Secondary Education

September, 1981

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Many people have contributed to the development of the Social Studies Curriculum Guide. Appreciation is expressed to all of those people who gave of their time and expertise, although it is not possible to list all individuals by name. Particular thanks is given to the members of the Task Force who gave so willingly to the development of the guide. Without their work the guide would not be a reality. Great appreciation is also expressed to Dr. Joyce Levin, my Director of Curriculum and Instruction who provided leadership in determining how to approach development of the guide; ways to apply the national research to South Dakota; and for her on-going assistance, review, and support throughout the development process. Her capable and dedicated assistance in completing the design and preparation of the guide for printing was invaluable.

Special note is given for the actual development completed by the individual Task Force members who gave many long and frustrating hours to this complex task. Special assistance was also given by the internal Division of Elementary and Secondary Education (DESE) staff who served as ex-officio members of the Task Force; particularly Kay Hammond who worked with Joyce on preparing the manuscript for printing. In addition, Kathy Huse-Inman, our Language Arts Director, assisted in editing the entire guide through various stages of development. Acknowledgement is given to the following support staff members: Merry Shepherd for her on-going work with the Task Force and the guide; Jeanne Longleliere for her creative talents in the design of the cover and section illustrations; Nancy Kirkpatrick and Darleen Reiser for preparation of the manuscript for printing. Thanks to the officers and members of the South Dakota Social Studies Council for their help and support and to Dr. Wayne L. Herman Jr., University of Maryland, for his valuable work in expanding and clarifying the scope of Social Studies. His research efforts greatly assisted the Task Force.

The contributions of these and many other people have resulted in this Social Studies curriculum guide. The students, educators, and citizens of South Dakota will continue to benefit from these outstanding people.

Doug Phillips

Doug Phillips, Social Studies Director
Office of Curriculum and Instruction

SOCIAL STUDIES CURRICULUM GUIDE TASK FORCE

Harold L. Condra, Ph.D.
Director of Instruction
Mitchell School District
Mitchell, South Dakota

Mary Pat Cuny
Director of ESAA Title VII
Shannon County School District
Batesland, South Dakota

James P. Havelka
Secondary Assistant Principal
Aberdeen School District
Aberdeen, South Dakota

Lincoln Henry, Ph.D.
Professor of Education
Black Hills State College
Spearfish, South Dakota

Sarah Kulm
Community Representative
1118 East Capitol
Pierre, South Dakota

Lennis Larson
Secondary Educator
Spearfish School District
Spearfish, South Dakota

David D. Laudenschlager
Secondary Educator
Rapid City Area School District
Rapid City, South Dakota

Charles K. Lingren, Ph.D.
Associate Professor of Education
South Dakota State University
Brookings, South Dakota

David L. Patten
Elementary Principal
Pierre School District
Pierre, South Dakota

Rebecca S. Mower
Elementary Educator
Hyde School District
Highmore, South Dakota

Robert W. Wood, Ed.D.
Professor of Curriculum and Instruction
University of South Dakota
Vermillion, South Dakota

Doug Phillips, Chairperson
Director of Social Studies
Curriculum and Instruction
Division of Elementary and Secondary Education
Pierre, South Dakota

Merry Shepherd, Support Staff
Curriculum and Instruction
Division of Elementary and Secondary Education
Pierre, South Dakota

Ex-Officio Members

Eugene E. Fracek
Director of Indian Education
Curriculum and Instruction
Division of Elementary and Secondary Education
Pierre, South Dakota

Kay Hammond
Director of Early Childhood
Curriculum and Instruction
Division of Elementary and Secondary Education
Pierre, South Dakota

Ardis Ruark
Director of Library-Media
Division of Elementary and Secondary Education
Pierre, South Dakota

PREFACE

The Office of Curriculum and Instruction is proud to provide the newly developed state Social Studies Curriculum Guide for Kindergarten through Twelfth Grade that is made available from the Division of Elementary and Secondary Education. As is the Office of Curriculum and Instruction practice, this comprehensive curriculum guide was developed by a state-wide representative Task Force of teachers, administrators, higher education members, and parent and community members. The Social Studies K-12 Curriculum Guide was developed with the expert leadership of Doug Phillips, the Social Studies Director with the Office of Curriculum and Instruction, and is the result of the competent and dedicated work of the state-wide Task Force identified within the acknowledgements.

Social Studies has emerged as one of the most comprehensive, confusing, and promising areas of the curriculum during the past decade. Students, educators, and the public hold broad, conflicting, and demanding expectations for the Social Studies. This guide represents a thoughtful and challenging response to these broad expectations.

In keeping with the approach from the Office of Curriculum and Instruction, this guide was developed in order to provide local schools with a point-of-departure for their own curriculum development. The adaptation and adoption of this Social Studies curriculum guide that includes content and process steps will save local school districts time, energy, and dollars so that efforts can appropriately be devoted to local decisions and implementation. Local school districts that are engaging in local in-depth curriculum development in Social Studies will find this guide particularly helpful. The first two Sections, Standards of Excellence and Instructional Goals, will provide a functional place to begin the establishment of an agreed upon philosophy (Standards) and researched curriculum goals for Social Studies. These two Sections will also be of value to individual teachers within a local school district where in-depth curriculum development in Social Studies is not currently planned. Both individual teachers and local school districts will find that Section Three will provide a necessry overview of a scope and sequence in Social Studies and that Section Four will make visible skills that are integrated throughout the curriculum so that local districts can adapt and validate these locally. In addition, recommended steps for curriculum development are included in Section Five. Local Social Studies curriculum development Task Forces will be able to utilize these steps, the identified key questions, and suggested guidelines for developing local answers for their own in-depth curriculum development. Local school districts engaged in Social Studies curriculum development are encouraged to request additional multiple copies of this guide for local committee members and to receive on-going consultative assistance from the Social Studies Director within the Office of Curriculum and Instruction in the Division of Elementary and Secondary Education.

The Social Studies Curriculum Guide is well founded in research that has been seriously reviewed and applied in South Dakota. The Social Studies Task Force members and Doug Phillips are to be commended for their outstanding work on behalf of the students of South Dakota. Please join with us in accepting the challenge of the Social Studies curriculum development in the Eighties.

Joyce Levin

Joyce Levin, Ph.D
Director of Curriculum and Instruction

INTRODUCTION

The South Dakota Curriculum Guide for Social Studies is provided to South Dakota Schools by the Division of Elementary and Secondary Education (DESE). This guide has been under development for more than a year by a state-wide task force composed of teachers, administrators, curriculum directors, college personnel, a parent, and DESE staff.

The task of determining standards of excellence and instructional goals for Social Studies is difficult in that the present approach to the Social Studies, commonly called expanding horizons, has been in place since 1916 without substantial change. Thus, it was necessary for this Task Force to confront tradition in the development of concepts, skills, and values that allow for and promote broader content.

This curriculum guide is consistent with what is happening in Social Studies in the decade of the Eighties. In the early development stages, the Task Force drew upon the work of many others including the University of Maryland; Virginia, North Carolina, Alberta, and Missouri State Departments of Education; the National Council for the Social Studies; and existing material from the South Dakota Division of Elementary and Secondary Education. Special use was made of the valuable research done by Dr. Wayne L. Herman, Jr. of the University of Maryland in expanding the scope of Social Studies beyond the traditional HASPEG approach which included History, Anthropology, Sociology, Political Science, Economics, and Geography.

The South Dakota Curriculum Guide for Social Studies K-12 had been developed for use by South Dakota school districts. Section One, The Social Studies Standards of Excellence, was developed in 1980 to set forth ideals for local districts to strive for in the pursuit of a quality Social Studies program. This section addresses the Social Studies curriculum and positive school district policies and practices that will facilitate program development and implementation. The Standards of Excellence approach was selected because of its demonstrated success in South Dakota through previous Curriculum and Instruction efforts.

Section Two, The Social Studies K-12 Instructional Goals, provides the substance for Social Studies curriculum development. The nineteen areas identified focus upon the content, concepts, skills, and values which students will draw upon in adult life. The suggested grade level placement is presented by grade level intervals and includes where the goal would appropriately be introduced, reinforced, and mastered. Section Three, Overview of Social Studies Scope and Sequence, will be helpful in providing a comprehensive look at the Social Studies curriculum as well as in providing a summary of instructional goals for each grade level interval of K-3, 4-6, 7-9, and 10-12. In Section Four the problem solving and critical thinking skills that are integrated throughout the Social Studies and the entire curriculum are presented. The final Section provides an overview of the steps needed in curriculum development through the reprinting of an earlier Curriculum and Instruction publication. In Section Five is also presented an overview of some quotable quotes from three recent research studies dealing with: (1) Characteristics of Effective Schools, (2) Inservice Levels of Development, and (3) Burnout and Teacher Job Satisfaction. The appendices include some helpful recommendations from the National Council for the Social Studies and a glossary of terms. Two announcement copies of the Guide are sent to each local school district. Administrators may request multiple copies for local Task Force members who are working on in-depth development for the school district. This limited announcement procedure is a cost effective way to provide this material when it is needed. In addition, two announcement copies are also sent to each institution of higher education to be used in teacher preparation and to state-wide educational groups that will find the guide helpful in their work.

The decisions of how to best use this curriculum guide do not rest with the developers but instead will be determined by local district school boards, administrators, teachers, and community members as they accept this important challenge of preparing our students for a quality life in the Twenty-first Century.

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SECTION ONE

SOCIAL STUDIES STANDARDS OF EXCELLENCE

This set of standards has been established to serve as a set of "ideals" against which local school districts can measure their Social Studies program. These ideals should be used by the local school district Social Studies Curriculum Task Force to establish priorities for the development of school district policy and curriculum for the Social Studies.

Inherent in these Standards of Excellence are a number of assumptions about learning, youth, the democratic system, the education system, and the Social Studies. These assumptions are shared with the reader to promote better understanding of the rationale underlying the Standards of Excellence. The local school district Social Studies Task Force will want to reach consensus of agreement about the Standards by adapting and adopting them until they are appropriate for the local district. Such consensus will then represent a Social Studies philosophy for the district that will be used in identifying instructional goals.

The use of the Standards of Excellence model was selected because of its acceptance and success in South Dakota. This model was developed by the Office of Curriculum and Instruction and has been utilized in a number of program efforts (Right-to-Read, Basic Skills, Indian Education, etc.). It is an approach that helps to make a philosophy a more concrete and functional aspect of curriculum. If broad agreement is to be reached, necessitating the use of the standards as a needs assessment, criteria statements describing a five point scale of development would be essential in order to promote clarity and reliability. For example:

Category 1.0 SHARED DECISION MAKING ANC COMMITMENT

Standard 1.1 Students are involved, in ways appropriate to their age and ability in formulating goals, selecting activities and instructional strategies, and in the assessment of curriculum outcomes.

Criteria Statements

1	2	3	4	5
Approximately 1/3 of the students are involved in setting goals.		Approximately 1/2 of the students are involved in setting goals and selecting activities and strategies. A few participate in the assessment.		Approximately 3/4 or more of the students are involved in all aspects indicated.

Development of such criteria statements is projected as a follow-up from utilization of this quide during 1981-82. Consultative assistance from the Social Studies Director is available from the Office of Curriculum and Instruction in planning for the utilization of the Social Studies Standards of Excellence.

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ASSUMPTIONS UNDERLYING THE SOCIAL STUDIES STANDARDS OF EXCELLENCE

ASSUMPTIONS ABOUT:

THE NATURE OF LEARNING

A. Learning is enhanced when a child's self-concept is nurtured.
B. Learning is enhanced when what is learned is significant to the learner.
C. Learning is enhanced by recognizing individual differences.
D. Learning is enhanced when students are actively involved in the process.
E. Learning is enhanced when developmental stages are recognized.
F. Learning is enhanced when material is presented in a variety of ways.
G. Learning is enhanced when new learning builds on previous learning and higher order learning is built upon lower order learning.
H. Learning is enhanced by love.

THE NATURE OF YOUTH

A. All young people can learn.
B. Young people possess a variety of learning styles.
C. All young people have the right to an appropriate education program.
D. Youth should be enjoyed.
E. Young people come from a variety of environments.
F. Young people learn outside of school.
G. Young people have the right to caring adults at home, at school and in the community.
H. Young people are innately motivated and curious.
I. All young people need positive role models.

THE NATURE OF A DEMOCRATIC SYSTEM

A. A democratic system cannot survive without an informed citizenry.
B. All persons have a right to an equal opportunity to achieve a quality education.
C. A democratic society depends upon a citizenry that can make decisions and solve problems.
D. A democratic society is endangered if it lacks a broad-based Social Studies curriculum in its schools.
E. A democratic society respects pluralism and diversity.

THE NATURE OF THE EDUCATION SYSTEM

A. Is to prepare youth for life experiences.
B. Is to provide experiences that will not be received out of school and to reinforce experience occurring in the home and society.

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C. Is to bring the student in contact with a wide variety of people and ideas.
D. Is to promote the learning, nobility and dignity of the student.
E. Is to exist as an educational system that benefits all citizens.

THE NATURE OF SOCIAL STUDIES

A. Encompasses the study of humankind and society.
B. The teaching of Social Studies K-12 in its best form is interdisciplinary, i.e., drawing concepts, generalizations and processes from all of the Social Sciences.
C. Social Studies consists of related concepts, generalizations and processes which can be used in tasks of thinking, problem-solving and decision-making. The development of these tasks are the most important role of Social Studies teachers.
D. Factual knowledge in Social Studies is essential for the building of concepts, generalizations and processes; but factual knowledge by itself is valueless.
E. Social Studies teachers must organize instruction conceptually and provide opportunities for students to study concepts in the depth and breadth appropriate to the pupil's skills. To merely "cover the textbook" is a poor way to organize instruction.
F. The Social Studies curriculum must provide an objective a view as possible of the world and its issues and peoples. Individual biases based on race, sex, age, handicap, ethnocentrism and religion have no place in the Social Studies curriculum. Studies of Social Studies should focus on other cultures as well as the students own. Studies of American society should reflect the multi-racial, multi-ethnic character of our nation.

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SOCIAL STUDIES STANDARDS OF EXCELLENCE

1.0 SHARED DECISION MAKING AND COMMITMENT

1. 1 Students are involved in ways appropriate to their age and ability in formulating goals, selecting activities and instructional strategies, and in the assessment of curriculum outcomes.

1. 2 The school and teachers maintain steady efforts, through regularized channels and practices, to identify areas of concern to students.

1. 3 Students have choices within the Social Studies curriculum to meet their personal goals, needs and concerns.

1. 4 The district bases decisions upon what is best for students.

1. 5 The district has a standing committee responsibile for the Social Studies curriculum. The committee consists of teachers, administrators, students, parents and community representatives. The committee is responsible for implementation, periodic evaluation and revision of the curriculum.

2.0 COMMUNITY SUPPORT FOR SOCIAL STUDIES

2. 1 The school district has an established process for disseminating information about the Social Studies program to parents and the community.

2. 2 The school district involves community members in district-wide Social Studies program development.

2. 3 The school district recruits and uses community resource people and organizations representing many points of view, a variety of abilities and a mixture of cultures and nationalities.

3.0 STAFFING AND STAFF DEVELOPMENT

3. 1 The school district has a staff member or a committee that is responsible for coordination of the K-12 Social Studies program.

3. 2 The school district has a system-wide, continuous, comprehensive and varied program of staff development experiences for teachers to foster professional competence in Social Studies education.

3. 3 The Board requires all secondary Social Studies teachers to have a minimum of twenty-eight (28) semester hours of Social Studies preparation and elementary teachers to have a minimum of ten (10) hours. The Board also gives high priority to candidates with additional preparation.

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3. 4 Staff development is supported by a professional library of current books and periodicals on teaching Social Studies. These materials are accessible to all teachers.

3. 5 Social Studies teachers routinely provide programming assistance to special education instructors to meet the Social Studies needs of special student populations.

3. 6 Staff provides program alternatives to meet the needs of special students.

3. 7 Social Studies staff plans cooperatively with librarian and other curriculum area teachers to develop activities, units, materials, etc.

4.0 ORGANIZING AND MANAGING

4. 1 The school staff develops and implements appropriate instructional techniques to meet the individual needs of students.

4. 2 A specific block of time is allocated for Social Studies instruction at all grade levels.

4. 3 Appropriate instructional materials and facilities are provided for Social Studies education.

4. 4 Teachers are encouraged to adapt and pilot promising Social Studies innovations.

4. 5 The basic purposes of the Social Studies curriculum is clearly related to the school philosophy.

4. 6 The school district has a policy protecting academic freedom and promoting professional responsibility.

4. 7 Social Studies education receives active support from administrators, teachers, board of education and the community.

4. 8 The K-12 Social Studies curriculum is systematically reconsidered and revised on a periodic basis.

5.0 INSTRUCTIONAL ACTIVITIES

5. 1 Students have a wide range of learning activities appropriate to the objectives of the Social Studies curriculum and appropriate to the student's abilities and interests. Activities include, but are not limited to, such things as collecting and interpreting raw data, using reference tools, role playing, hearing and questioning speakers, expressing ideas through writing and speaking, analyzing case studies, applying art, music and other media, working on community projects, conducting investigations, simulating and gaming, taking field trips, reading and interpreting information, comparing viewpoints and making judgements.

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5. 2 Students are encouraged to participate actively in the life of their school and community.

5. 3 Instructional activities are varied and flexible in order to accommodate the different learning styles of students. Teachers recognize that some students learn better through oral means, others through tactile means, still others through visual means. Teachers are trained to plan activities which consider these and other learning style differences.

5. 4 The Social Studies classroom climate encourages the student to examine values, attitudes and beliefs but supports the student's self respect. Learning activities are conducted in a way that respects each student's individual rights.

5. 5 Learning activities stimulate students to investigate and appreciate the problems of people in today's world. Current events are a basis for planning instructional activities.

5. 6 Instructional activities should focus on the range of thinking skills. Strong emphasis is given to logical and creative thinking, problem-solving and decision-making, and writing and speaking skills.

5. 7 Instructional activities are, in fact, active. Students are involved in learning, not merely acting as passive receptacles for information.

6.0 EVALUATION AND MEASUREMENT

A. Evaluation of Student Learning

6. 1 Students are evaluated not only on knowledge, but also their skills in thinking, communicating and participating.

6. 2 Evaluation instruments encourage the use of basic skills, including reading and interpreting, writing, spelling and speaking.

6. 3 Evaluation instruments address all of the objectives of learning, i.e., knowledge, comprehension, application, analysis, synthesis and evaluation.

6. 4 Evaluation of pupil progress is continuous, not merely an event at the end of the marking period. Evaluation results are used to guide and direct each student's subsequent learning. Reporting learning results to students and parents consists of more than just a grade. Specific reports on pupil skills are presented.

6. 5 Teachers and administrators review evaluation materials carefully to avoid discrimination and cultural bias.

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6. 6 Student's progress is reported in positive terms with emphasis on achieving success and growth in learning. "Failure" is considered a basis for development, not a permanent condition.

B. Evaluation of the Social Studies Curriculum

6. 7 Procedures exist for comprehensive and regular re-examination of the basic goals of the Social Studies curriculum. The district has a written set of objectives for the Social Studies curriculum and criteria to measure success in meeting these objectives.

6. 8 Regular and comprehensive assessment of student learning takes place and the results are used to evaluate and improve the curriculum. Standardized tests alone are not sufficient to meet this standard.

6. 9 The standing Social Studies committee is responsible for the periodic evaluation and revision of the curriculum.

6.10 The process of evaluation of the curriculum considers the range of educational outcomes. These outcomes include knowledge, skills and values among others. Procedures which measure only a single type of outcome are not sufficient.

6.11 Administrators are committed to constant and vigorous evaluation of teachers' skills and instructional activities in order to improve and develop the curriculum.

6.12 The evaluation effort also considers the processes followed in developing, implementing and assessing the curriculum.

7.0 SOCIAL STUDIES RESOURCES

7. 1 The Social Studies curriculum includes a number of appropriate resources in addition to textbooks. Single textbooks are not sufficient as the only resource for a Social Studies course.

7. 2 a. Printed materials accomodate a wide-range of reading abilities and interests.

b. Social Studies materials represent a variety of viewpoints.

7. 3 The school district has adopted a material selection policy which is used in selecting social studies materials. Such a policy should include the process of material selection, the composition of selection committees and the criteria used in evaluating materials.*

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*Guidance for creating such a policy is available in the School District Handbook for Selection of Instruction Materials, published by the Division of Elementary and Secondary Education, Kneip Building, Pierre, South Dakota 57501.

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7. 4 a. The school district provides a comprehensive, organized and current collection of library resources, staffed by a professional librarian in support of the Social Studies curriculum.

b. Library resources are regularly used by staff and students.

7. 5 A variety of media and materials is available to promote diversified sensory learning.

7. 6 Existing materials that are determined to be biased should have the bias pointed out and/or corrections made so that students develop the ability to analyze materials critically.

8.0 SOCIAL STUDIES CURRICULUM AND INSTRUCTIONAL PLANNING

8. 1 An organized Social Studies curriculum is developed and taught at each grade K-12.

8. 2 The curriculum takes into account the interest, developmental capabilities and needs of the students.

8. 3 The curriculum emphasizes pervasive and enduring issues, i.e., racism, sexism, world resources, nuclear pollution and ecological imbalance.

8. 4 The curriculum focuses upon inter-relating issues that affect the community, nation and world.

8. 5 The curriculum integrates local and state heritage, issues and personalities throughout the K-12 curriculum.

8. 6 The curriculum incorporates multi-ethnic/multi-cultural perspectives at each level K-12.

8. 7 The curriculum offers opportunities for students to meet, discuss, study and work with members of racial, ethnic and national groups other than their own.

8. 8 The curriculum includes the study of the history and contemporary culture of the Sioux people and focuses on current issues affecting relationships between Indian and non-Indian people in South Dakota.

8. 9 The curriculum provides opportunities for students to examine issues and problems for the probable, possible and preferred tomorrows.

8.10 The opportunity for students to participate in the social and political world is an integral part of the Social Studies program.

8.11 The curriculum emphasizes currently valid concepts, generalizations, processes, principles and theories in the Social Studies.

8.12 The curriculum develops proficiency in thinking skills, decision-making and problem solving in the Social Studies.

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8.13 The curriculum incorporates all the Social Studies including anthropology, geography, political science, history, economics, and the behavioral sciences.

8.14 The K-12 curriculum is interdisciplinary.

8.15 The curriculum draws from related fields such as law, the humanities, the natural and applied sciences, and religion.

8.16 Social Studies objectives are carefully selected and formulated for relevance in light of what is known about the students, their community, the social world and the fields of knowledge.

8.17 Basic and long range goals, including the school philosophy, are translated into more specific Social Studies curriculum objectives.

8.18 a. Students are aware of the goals and objectives of the Social Studies curriculum and specific course, unit and lesson objectives.

b. Learning activities, instructional materials and evaluation procedures are consistent with the stated objectives.

8.19 Instructional objectives address all aspects of the affective, cognitive and, when appropriate, the psychomotor domains.

8.20 The curriculum provides opportunities for students to study concepts in depth and breadth.

SECTION TWO
SOCIAL STUDIES K-12 INSTRUCTIONAL GOALS

In this Section is included the recommended instructional goals that comprise the Social Studies curriculum for South Dakota students in grades kindergarten through twelve. The instructional goals are organized within nineteen areas. The nineteen areas build upon the traditional Social Sciences HASPEG approach (History, Anthropology, Sociology, Political Science, Economics, Geography) by providing additional focus on areas that are needed in order for students to function in today's challenging world. The nineteen identified areas are not mutually exclusive. It should be noted that Free Enterprise, while addressed within the Economics **area, is also** developed through other areas such as Career Education and Consumer Education. In the same manner, Global Education is included within the area of World and American History but is strengthened through other areas such as American Indian Education and Contemporary Issues. It should also be noted that Free Enterprise and Global Education become functional through implementation throughout the curriculum including many areas outside of Social Studies. Therefore, a simple, clear-cut division is not appropriate, the complexity of the goals necessitates interaction within the Social Studies and among other curriculum areas.

It has been stated that change in the only constant present in the world. If this is true, we, as educators, must provide students with the concepts, values, and skills necessary to make decisions about new problems. The local school district should examine the concepts, values, and skills recommended in this section and select appropriate content for students on the basis of student needs, interest, age level, relevance, community interest, and content importance. It also must be stated that textbooks should not dictate content since textbooks may not meet the above criteria.

The heart of the work of the Task Force rests within these instructional goals. During this development, the Task Force utilized Social Studies information from guides in other states; the major research conducted by Dr. Wayne Herman, Jr., University of Maryland; the guidelines and recommendations from the National Council for the Social Studies; existing textbooks; and other curriculum guides and materials from the Office of Curriculum and Instruction. The Task Force synthesized and validated this wide array of information into a meaningful guide of instructional goals for South Dakota. Additional information will be gathered during the coming year on implementation in South Dakota to be used at the time of revision.

The K-12 instructional goals within the nineteen areas are presented according to the four identified intervals of K-3 (Kindergarten through third grade), 4-6 (fourth through sixth grade), 7-9 (seventh through ninth grade), and 10-12 (tenth through twelfth grade). These intervals are used by the Office of Curriculum and Instruction and were included by the Task Force in order to emphasize that the actual placement needs to be a local decision that draws upon local agreements. In addition, each instructional goal includes a recommendation as to the time in which it would be Introduced (I), Reinforced (R), and **M**astered (**M**). The Introduced phase is when students are formally exposed to the instructional goal and represents the beginning stage. The Reinforced phase indicates that the goal is further developed and expanded upon as a major focus of instruction. The Mastered phase is the level at which the student demonstrates application, analysis, synthesis, or evaluation.

It is important to note that the instructional goals included in this Section relate directly to the problem solving and critical thinking skills included in Section Four. These problem solving and critical thinking skills are those skills that are integrated throughout the Social Studies and the entire curriculum. As generic skills, they are not limited to any one curriculum area but instead serve as the outcomes for all curriculum areas and help to determine the methods, techniques, and approaches that will be used. Some people will find it helpful to utilize the overview of the curriculum scope and sequence provided in Section Three after review of the instructional goals; others may want the overview in preparation for using Section Two. Whichever way is preferred, it is recommended that both individual instructional goals and the entire scope and sequence be utilized together.

Consultative assistance is available to local school districts as they adapt and validate these recommended instructional goals in order to develop a local Social Studies curiculum for which there is understanding and commitment.

Area A: American Indian Education, K-12

Theme: The study of American Indian education affirms the cultural integrity and heritage of American Indians and examines the relationship between Indian and non-Indian people in our multi-cultural society.

SAMPLE
To be completed for each area.

K-3 GRADE INTERVAL:
Introduced: 1.6,4.1,4.2,4.3,4.4

4-6 GRADE INTERVAL:
Introduced: 1.1,1.2,1.3,1.4,1.5,1.7,2.1,2.2,3.1,3.2, 3.3,3.4,3.5,3.6,4.5
Reinforced: 4.1,4.2,4.4
Mastered : 1.6,4.3

7-9 GRADE INTERVALS:
Introduced: 1.8,1.9,2.3,2.4,3.7
Reinforced: 1.1,1.2,1.3,1.4,1.7,2.1,2.2,3.2,3.3, 3.4,3.5,3.6,4.5
Mastered : 1.5,3.1,4.1,4.2,4.4

10-12 GRADE INTERVAL:
Mastered : 1.1,1.2,1.3,1.4,1.7,1.8,1.9,2.1,2.2, 2.3,2.4,3.2,3.3,3.4,3.5,3.6,3.7, 4.5

Goals: The student will:

K-3	4-6	7-9	10-12		
				1.0	Apply an understanding of the concept of sovereignty to the relationship between Indian and non-Indian people.
	I	R	M	1.1	Define the term sovereignty.
	I	R	M	1.2	Recognize that sovereignty must have some bases (i.e., legal, moral) to be enforced and/or implemented.
	I	R	M	1.3	Recognize that unlike other ethnic and cultural groups, Indian people retain a measure of sovereignty in the form of tribal organization.
	I	R	M	1.4	Identify reservations as quasi-sovereign entities.
	I	M		1.5	Recognize that different ethnic and cultural groups have different perceptions of their rights and responsibilities as citizens and as group members. These perceptions are developed over time.
I	M			1.6	Differentiate between the concepts of equality and "might makes right".
	I	R	M	1.7	Recognize that if two cultures with differing values, beliefs, rules, etc., meet, conflict may develop.
		I	M	1.8	Cite examples of how questions about sovereignty have led to Indian/non-Indian conflicts.
		I	M	1.9	Recognize that many Indian/non-Indian relationships are in the form of government-to-government relationships.

K-3	4-6	7-9	10-12		
				2.0	Compare the impact of assimilation, and acculturation on the relationship between Indian people and the non-Indian society.
	I	R	M	2.1	Define assimilation, isolation and acculturation.
	I	R	M	2.2	Understand that both Indian individuals and groups vary in the degree to which they are isolated from, acculturated to, or assimilated in the dominant culture.
		I	M	2.3	Examine the concepts of acculturation and assimilation as major issues in Indian/non-Indian relationships.
		I	M	2.4	Examine the impact of forces assimilation by non-Indian society upon Indian societies.
				3.0	Understand some of the economic and social problems facing Indian people in the United States.
	I	M		3.1	Identify economic problems confronting Indian people.
	I	R	M	3.2	Recognize that problem symptoms such as a high incidence of alcoholism, suicide, unemployment and poor health conditions (i.e., high infant mortality rates, diabetes, tuberculosis, etc.) are only reflective of deeper social and economic factors including low income levels federal/tribal government mismanagement, poor self-concept, alienation, deficient diets, conflicting beliefs and behaviors, etc.
	I	R	M	3.3	Recognize the attempts of Indian people to solve their own problems.
	I	R	M	3.4	Define racism as it affects Indian people and discuss its role in creating and aggravating economic and social problems.
	I	R	M	3.5	Discuss the role of historical relationships between Indian and non-Indian people in creating and aggravating economic and social problems.
	I	R	M	3.6	Recognize that Indian people are under considerable economic and social constraints that affect their actions and beliefs as a group.
		I	M	3.7	Evaluate possible solutions to economic and social problems among Indian people.

K-3	4-6	7-9	10-12		
				4.0	Recognize major contributions (i.e., governmental structures, foods, values, place names, etc.) of Indian people to contemporary American culture. and non-Indian people.
I	R	M		4.1	Identify examples of cultural differences existing between Indian and non-Indian people.
I	R	M		4.2	Provide examples of cultural sharing between Indians and non-Indians.
I	M			4.3	Identity examples of Indian contributions that occur in the everyday life of Americans.
I	R	M		4.4	Recognize that Indian contributions play a vital and valuable role in meeting the needs of American people.
	I	R	M	4.5	Recognize that the contributions of any group or culture can be both positive and negative.

Area B: Anthropology, K-12

Theme: Anthropology is the study of humankind in all physical and cultural aspects.

Goals: The student will:

K-3	4-6	7-9	10-12		
				5.0	Recognize that different cultures and societies have differing theories and beliefs as to how people have developed or evolved.
	I	R	M	5.1	Identity and discuss beliefs about human development based on religion, scientific theory, etc.
	I	R	M	5.2	Recognize that conflicts may exist among people people based on their beliefs.
	I	R	M	5.3	Discuss examples of differing beliefs about human development in cultures other than our own.
				6.0	Recognize that biological differences in human beings developed to assist in adapting to varying environments. Sometimes these differences have been defined by societies as "race". These social definitions sometimes cause conflict.
I	M			6.1	Recognize that people are more alike than different.
I	M			6.2	Recognize that human beings are similar in major physical characteristics, intelligence, and bodily functions.
I	R	M		6.3	Recognize handicapping conditions that biologically affect human beings.
	I	M		6.4	Identify biological differences among humans that have resulted from adaptations to the environment.
I	R	M		6.5	Recognize that certain biological characteristics of people cannot be changed by that cultural group.
I	R	M		6.6	Recognize that differences in human characteristics have sometimes been grouped and defined by societies as "race".

K-3	4-6	7-9	10-12		
	I	R	M	6.7	Recognize that social definitions of human characteristics leads to "stereotypes" in expectations of and attitudes toward people. Examine examples of these stereotypes.
	I	R	M	6.8	Recognize that these social definitions of "race" have been the cause of conflict between groups of people.
	I	R	M	6.9	Provide historical and contemporary examples of racial conflict within the world.
				7.0	Recognize that people have developed a variety of cultures influenced by differing social and physical environments.
	I	R	M	7.1	Recognize that all cultures, though different, also have similarities.
I	R	M		7.2	Identity examples of different cultural responses to basic human needs such as food, clothing, shelter, etc.
	I	R	M	7.3	Explain how cultural responses to basic human needs developed as adaptations to different physical and social environments.
				8.0	Recognize that people change their culture to cope with problems; this change is accelerated by such factors as knowledge, mobility, communication, and interaction with other cultures.
	I	R	M	8.1	Cite examples of cultures changing over time.
	I	R	M	8.2	Recognize that such things as new knowledge, technology, and contact with other cultures bring about changes.
		I	M	8.3	Recognize that both mobility and communication play important roles in the interaction of cultures and the solving of problems of societies.
				9.0	Recognize that humans are able to communicate at a highly complex level through both verbal and non-verbal means.
I	M			9.1	Recognize that the spoken and written language are the primary means of communication among people.

K-3	4-6	7-9	10-12		
I	M			9.2	Recognize that human cultures have developed languages to store and communicate ideas.
I	M			9.3	Recognize that there are a variety of languages that originate from different backgrounds.
I	R	R	M	9.4	Recognize and respect different verbal and non-verbal communication systems or forms.
I	R	M		9.5	Recognize that other life forms may be able to communicate at some level.
				10.0	Compare and contrast contemporary cultures with older cultures and identify factors involved in cultural development.
	I	R	M	10.1	Identify characteristics of present day cultures and older cultures.
	I	R	M	10.2	Recognize that cultures are influenced by complex forces from the past, the present, and a vision of the future.

Area C: Career Education, K-12*

Theme: Career Education is designed to encourage students to develop healthy and satisfying work lives by helping them to identify options, clarify personal value, and develop salable skills.

Goals: The student will:

K-3	4-6	7-9	10-12		
				11.0	Increase the understanding of personal goals, values, and skills.
	I	R	M	11.1	Identify and prioritize personal, social, and economic goals.
	I	R	M	11.2	Define major personal values.
I	R	R	M	11.3	Assess personal interests, aptitudes, and abilities.
	I	R	M	11.4	Explain how goals and values affect career decisions.
				12.0	Identity career options that are commensurate with personal skills and desires, and develop decision-making skills to help an individual choose among alternatives.
I	R	R	M	12.1	Demonstrate an awareness of the wide range of careers available.
I	R	M		12.2	Identify successful role models of both sexes, various races, ethnic, and cultural groups.
		I	M	12.3	Formulate a tentative educational and career plan based on interests, strengths, special needs and general self-awareness.
	I	R	M	12.4	Identity and use career planning resources.
I	R	R	M	12.5	Observe and talk with people who have made occupational choices and are exhibiting success on the job.

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*For further information, write for the SOUTH DAKOTA STATE PLAN FOR CAREER EDUCATION available, free of charge from: The Division of Elementary and Secondary Education, Kneip Building, Pierre, SD 57501

K-3	4-6	7-9	10-12		
				13.0	Analyze and apply the personal discipline required for work.
	I	R	M	13.1	Identify and assess values that employers see as necessary for productive work.
				14.0	Recognize the need for balance between work and leisure activities.
	I	R	M	14.1	Recognize that leisure time is increasing in the American society.
	I	R	M	14.2	Develop personal goals separate from career goals.
	I	R	M	14.3	Develop skills necessary for effective time management.
				15.0	Recognize the need for individuals to increase and adapt their skills as technology and society changes.
		I	M	15.1	Identify ways in which technological and social changes have forced individuals to adapt their skills.
	I	M		15.2	Explain the effects of supply and demand on the labor market.
	I	R	M	15.3	Identify new types of jobs that have developed in recent years.
		I	M	15.4	Become aware of the need to re-evaluate and redirect career choices as plans and circumstances change.
				16.0	Realize that a satisfying working life contributes to the individual's sense of dignity and self-worth.
I	R	M		16.1	Become aware of positive work values.
I	R	M		16.2	Develop attitudes of acceptance and respect for self and others in work.
				17.0	Recognize the interdependence of people in our economic system and the need for working together to increase productivity.
		I	M	17.1	Describe the effects of group behavior in work situations.
		I	M	17.2	Explain how income is cycled and multiplied through the economy.

I	M	17.3	Define unemployment and underemployment and discuss how these affect individuals in the economy.
I	M	17.4	Define productivity and discuss the effects that increasing or decreasing productivity has on the economy.

Area D: Citizenship, K-12

Theme: The study of citizenship encourages individual and collective participation in public decision-making.

Goals: The student will:

K-3	4-6	7-9	10-12		
				18.0	Demonstrate a commitment to democratic principles through understanding and participating in the democratic process.
	I	R	M	18.1	Identify characteristics of a democracy.
I	R	R	M	18.2	Identify rights, responsibilities, and duties of citizenship.
I	R	M		18.3	Apply democratic procedures when working in groups.
	I	R	M	18.4	Recognize the importance of citizen participation in the democratic process.
	I	R	M	18.5	Participate in simulated or student government voting process.
I	R	R	M	18.6	Practice ethical and lawful behavior.
I	R	R	M	18.7	Encourage ethical and lawful behavior in others.
I	R	R	M	18.8	Participate in school, local, state, and national governmental processes.
				19.0	Understand the basic democratic political concepts of freedom, diversity, property, privacy, participation, justice, authority and power.
	I	R	M	19.1	Define the concepts freedom, diversity, power, authority, property, privacy, justice, and participation.
		I	M	19.2	Compare and contrast the forms that these concepts (i.e., freedom, diversity, etc.) take in democratic and nondemocratic societies.
				20.0	Apply decision-making skills to the democratic political process.
	I	R	M	20.1	Identify decision-making processes.

K-3	4-6	7-9	10-12		
	I	R	M	20.2	Identify contemporary and historical political issues that require(d) citizen decision-making.
		I	M	20.3	Recognize the value of citizen imput to democratic forms of government.
				21.0	Recognize that social problems are not subject to precise solutions but require decisions developed by carefully evaluating conflicting attitudes and evidence.
	I	R	M	21.1	Identity major problems facing our society (i.e., racism, war, inflation, sexism, etc.) and suggest ways of solving them.
	I	R	M	21.2	Recognize that social problems do not have precise and/or simple solutions.
	I	R	M	21.3	Recognize that individuals and/or groups may differ in values and this will effect the resolution of social problems.
	I	R	M	21.4	Recognize that people need to understand many aspects of problems and issues to determine a solution and the potential impacts of that solution.
I	R	M		21.5	Demonstrate ways of resolving or accommodating conflict.
		I	M	21.6	Recognize that law and judicial systems are designed to resolve conflicts.
				22.0	Apply group interaction skills in order to reach collective and individual goals.
		I	M	22.1	Identity and develop interpersonal and communication skills.
I	R	R	M	22.2	Participate effectively in group activities by mediating, seeking compromise, listening, accepting leadership, etc.
				23.0	Identity and show concern for the rights of the minority and the majority in our democratic system.
	I	R	M	23.1	Identity majorities and minorities that exist(ed) in our democratic system.
		I	M	23.2	Identify rights of the majority and minority in our political system.

K-3	4-6	7-9	10-12		
		I	M	23.3	Demonstrate concern for the rights of the minority and majority in our system.
I	R	M		23.4	Respect the rights and opinions of others.
				24.0	Respect rules, laws, and decisions agreed upon by society, but seek change in those considered discriminatory, ineffective, unfair, and unjust.
	I	R	M	24.1	Understand the process used in our society to make laws.
I	M			24.2	Participate in rule or lawmaking activities.
		I	M	24.3	Identity why societies need laws to promote social, political, and economic stability.
		I	M	24.4	Identify methods of changing ineffective, discriminatory, unfair, or unjust laws in our political system.
		I	M	24.5	Recognize the responsibility of all citizens for seeking appropriate change in rules, laws, or decisions considered discriminatory, ineffective, unfair, and unjust.
				25.0	Identity personal rights, and responsibilities as a "global citizen".
		I	M	25.1	Define global citizenship.
		I	M	25.2	Recognize the interrelated nature of global citizenship.
	I	R	M	25.3	Demonstrate concern for the freedom, health, living conditions, etc., of people around the world.
		I	M	25.4	Identify personal responsibilites to other global citizens.

Area E: Consumer Education, K-12

Theme: The study of Consumer Education is designed to lead the student toward a healthy and satisfying use of personal resources.

Goals: The student will:

K-3	4-6	7-9	10-12		
				26.0	Identity personal values and recognize how they affect personal decision-making.
I	R	R	M	26.1	Identity personal economic values.
	I	R	M	26.2	Explain how values can affect personal economic decisions.
				27.0	Develop skills in budgeting personal resources.
I	M			27.1	Recognize that personal resources are obtained from other sources usually for service rendered, products, or as a gift.
I	M			27.2	Recognize that personal resources are limited.
	I	R	M	27.3	Recognize that budgeting skills are necessary to make efficient use of limited resources.
	I	R	M	27.4	Recognize that a budgeting process requires prioritizing personal needs and wants.
	I	R	M	27.5	Analyze changing factors which affect short and long-range budget factors.
	I	R	M	27.6	Maintain personal records needed for creating a budget, i.e., records of income, expenditures, etc.
	I	R	M	27.7	Create a personal budget for varying periods of time, i.e., week, month, year, etc.
				28.0	Plan purchases, based on valid information, which are commensurate with personal resources and goals.
	I	R	M	28.1	Distinguish between long and short-term purchases.
	I	M		28.2	Distinguish between impulse buying and planned purchasing.
	I	R	M	28.3	Describe how personal values affect consumption.

K-3	4-6	7-9	10-12		
		I	M	28.4	Define terms associated with purchasing, i.e., warranty, etc.
	I	R	M	28.5	Identify sources of consumer assistance.
		I	M	28.6	Describe consumer protection laws and regulations.
				29.0	Recognize the importance of saving and investing in order to achieve long-term goals.
	I	M		29.1	Describe the role of saving and investing in reaching personal goals.
	I	R	M	29.2	Define terms associated with investment and savings, i.e., interest, stock, dividend, etc.
			M	29.3	Describe the effects of personal saving and investments on the economy.
			M	29.4	Distinguish among various common types of investments, i.e., stocks, bonds, real estate, insurance.
		I	M	29.5	Distinguish among various types of savings devices, i.e., savings accounts, savings, bonds, etc.
		I	M	29.6	Describe various types of savings and investment institutions.
				30.0	Develop skills necessary to use financial tools available, i.e., credit, demand deposits, savings accounts, etc.
		I	M	30.1	Define common financial terms such as credit, debt, checking accounts, etc.
		I	M	30.2	Describe common financial institutions and explain their roles.
		I	M	30.3	Discuss the advantages and disadvantages of using personal credit.
		I	M	30.4	Describe ways in which consumers are protected in their dealings with financial institutions.
		I	M	30.5	Identify different types of loans.
			I	30.6	Be able to define insurance terms and to read an understand an insurance policy.

K-3	4-6	7-9	10-12		
	I	R	M	30.7	Identify sources of information for personal financial decision-making.
				31.0	Develop skills to interpret and analyze consumer information used in making personal economic decisions.
I	R	R	M	31.1	Discuss the role of advertising in informing consumers.
		I	M	31.2	Be aware of common deceptive trade practices.
	I	R	M	31.3	Identify sources of consumer information.
	I	R	M	31.4	Describe processes for obtaining accurate information about planned purchases.
		I	M	31.5	Describe marketing techniques and their impact on consumer demand.
		I	M	32.0	Describe the role of the consumer in the free enterprise system.
				33.0	Analyze the impact of government regulation on credit, product durability, safety, price, etc.
	I	R	M	33.1	Discuss the role of taxes in American society.
		I	M	33.2	Describe various common types of American taxes and their impact on consumers.
		I	M	33.3	Discuss how government spending affects consumers.
		I	M	33.4	Identify major consumer protection laws and regulations.
	I	R	M	33.5	Identify rights and responsibilities of consumers in American society.
		I	M	33.6	Describe the impact of government regulation on credit, product safety, etc.

Area F: Contemporary Issues, K-12

Theme: Contemporary Issues is the study of the interrelationships of individuals, societies, and cultures which help us understand the concerns and problems confronting people in our world.

Goals: The student will:

K-3	4-6	7-9	10-12		
				34.0	Discuss the impact of decisions, problems, and issues on the individual, groups, and nations of the world.
	I	R	M	34.1	Recognize the impact an individual decision can have upon a group.
I	R	R	M	34.2	Cite examples of interdependence occuring in the community, the state, the nation, and the world.
	I	R	M	34.3	Recognize that political decisions made by one nation or economic group affect other individuals and nations.
	I	R	M	34.4	Identify existing global, social, and physical conditions and suggest ways they can be improved.
I	R	M		34.5	Recognize that immediate short-term solutions may not resolve long-term problems.
	I	R	M	34.6	Identify significant world leaders, organizations, nations, and movements.
		I	M	34.7	Define world citizenship and state the responsibilities implied.
				35.0	Understand that conflict frequently stems from differing values about tradition and change.
I	R	M		35.1	Define the concepts of change and conflict.
I	R	M		35.2	Recognize issues of conflict.
	I	R	M	35.3	Describe how values, traditions and/or attitudes affect individuals and society.
	I	M		35.4	Cite examples of how people resist change.
		I	M	35.5	Recognize that all cultures do not agree on what progress is.

K-3	4-6	7-9	10-12		
		I	M	35.6	Show how social movements (i.e., woman's sufferage, abortion, civil rights, religion, etc.) cause change and conflict.
			M	35.7	Understand that an individual's perception of the rate of change is often different from the overall degree of change in a society.
			M	35.8	Demonstrate that material aspects of culture usually change more rapidly than other aspects.
		I	M	35.9	Recognize that an individual's or society's values, customs, and beliefs shape their perception of the desirability of change.
	I	R	M	35.10	Identity examples of how social changes have been affected by major historical events.
				36.0	Apply decision-making skills to problems and issues of concern.
I	R	M		36.1	Identity a decision-making process.
I	R	R	M	36.2	Identity problems and issues related to self, family, community, state, nation, and world.
I	R	R	M	36.3	Interpret facts, examine alternatives, and draw conclusions to identitied problems.
	I	R	M	36.4	Identify relationships among social problems, determine potential solutions, and plan for implementation.
				37.0	Recognize and appreciate the necessity for ecological harmony and balance to the survival of the world.
I	M			37.1	Recognize that animals and humans depend upon the land and what it can provide for survival.
I	R	R	R	37.2	Understand that depleting natural resources has an effect on the land and the populace, both human and animal, which can be devastating.
I	R	M		37.3	Recognize that land management is necessary to the survival of animals and vegetation.
		I	M	37.4	Illustrate an understanding of ecological harmony, balance and interdependence to the survival of the world.

K-3	4-6	7-9	10-12		
				38.0	Apply decision-making skills to national/global concerns and scientifical technological developments to determine the possible, probable, and preferred futures.
	I	R	M	38.1	Recognize that the future will be affected by decisions made today.
		I	M	38.2	Analyze trends and make predictions with regard to national/global concerns and scientific and technological developments.
		I	M	38.3	Apply knowledge of historical events to predict consequences of international cooperation or conflict and make choices which are consistent with human survival and dignity.
	I	R	M	38.4	Identity how technology changes existing cultures.
	I	R	M	38.5	Identity economic, political, and social problems that are facing the world today because of increased global population.
		I	M	38.6	Describe steps which nations have taken to prevent a nuclear war.
	I	R	M	38.7	Identify examples of our state, national, and global interrelationships.
				39.0	In examining contemporary issues identify and evaluate point of view and values held by one's self and understand the perspective held by others.
I	R	M		39.1	Identity examples of values.
I	R	M		39.2	Recognize that all people do not share the same values.
I	R	M		39.3	Respect the right of individuals to hold values that may differ.
	I	R	M	39.4	Identify rationale for his/her point of view.
I	R	M		39.5	Recognize that there are many sides to issues.
I	R	R	M	39.6	Listen attentively, open-mindedly and critically.
I	R	R	M	39.7	Demonstrate communication skills which support honesty and candor.

K-3	4-6	7-9	10-12		
I	R	M		40.0	Apply conflict and confrontation resolution skills.
				41.0	Explain how nations differ in their responses to human problems and needs.
I	R	M		41.1	Recognize that people of different cultures and nations have the same needs but may approach the meeting of these needs by different means.
I	R	M		41.2	Recognize that in all cultures many of the social and economic needs of the people are satisfied through private and public means.
		I	M	41.3	Recognize that cultures borrow problem-solving solutions from other cultures and make adaptations to comply with local needs and values.
		I	M	42.0	Analyze the meanings and causes of long range trends and cycles.
				43.0	Recognize that scientific processes can be applied in addressing social goals.
		I	M	43.1	Describe how the technical solution of one problem may create other problems or cause unanticipated changes.

Area G: Drug/Alcohol Education, K-12*

Theme: The study of Drug/Alcohol Education is designed to educate the student in making sound decisions about the use of potentially harmful substances.

Goals: The student will:

K-3	4-6	7-9	10-12		
				44.0	Understand the physiological and psychological effects of alcohol and controlled substances, including prescriptioned and non-prescriptioned drugs, upon the individual.
I	R	R	M	44.1	Identify the physiological and psychological effects of alcohol upon the individual.
I	R	R	M	44.2	Identify different forms of controlled substances and the effects that each has on the individual.
I	R	R	M	44.3	Identify commonly used prescriptioned and non-prescriptioned drugs (i.e., aspirin, cough syrup, etc.) and the effects that each has on the individual.
				45.0	Understand social and legal consequences of the use of alcohol and controlled substances.
	I	M		45.1	Identify laws and norms regulating the use of alcohol and controlled substances.
				46.0.	Apply decision-making skills in making decisions about the use of alcohol and controlled substances.
I	R	R	M	46.1	Recognize the effects of advertising upon the individual's decision-making about the use of alcohol, drugs, and controlled substances.
				47.0	Identify the forces of peer pressure and be able to make decisions that will preserve self-respect and dignity.
I	R	M		47.1	Cite examples of peer pressures.
I	R	R	M	47.2	Identify methods of coping with peer pressure.

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*For further information consult the SOUTH DAKOTA HEALTH EDUCATION GUIDE available free of charge from the Division of Elementary and Secondary Education, Richard Kneip Building, Pierre, SD 57501.

K-3	4-6	7-9	10-12		
I	R	M		47.3	Recognize how peer pressures affect decision-making.
				48.0	Recognize emotional stress and develop ways of coping with it without resorting to the use of harmful substances.
I	R	R	M	48.1	Identity different methods of managing stress.
		I	M	48.2	Recognize the advantages and disadvantages of different stress management methods.

Area H: Economics and Free Enterprise, K-12

Theme: Economics is the study of how people allocate scarce resources in order to produce goods and services.

Goals: The student will:

K-3	4-6	7-9	10-12		
				49.0	Recognize that productive resources (land, labor, capital, and management) are scarce, while people's wants are unlimited; societies must make choices to decide what to produce, how to organize for production, and how to divide the goods and services that are produced.
		M		49.1	Identify the four productive resources: land, labor, capital and management.
I	R	M		49.2	Define the central economic problem as being one of scarce resources and unlimited wants, forcing people to make choices.
	I	R	M	49.3	Explain that every society must decide on what to produce, how to organize for production, and how to divide the good and services produced.
I	M			49.4	Understand that goods and services are produced by people using tools and skills.
				50.0	Compare and contrast the three ways of organizing for production, i.e., tradition, authority (command), and market (free enterprise).
	I	R	M	50.1	Recognize that traditional societies decide on what to produce, how to produce, and how to divide goods and services by traditional means.
	I	R	M	50.2	Recognize that other societies make these decisions by authoritarian means.
	I	R	M	50.3	Recognize that some societies make these decisions through a market (free enterprise) system.
	I	R	M	50.4	Understand that in any economy some decisions will still be made by tradition, some by authority, and some by market means.
		I	M	50.5	Cite examples of societies which use each of the three systems.

K-3	4-6	7-9	10-12		
		I	M	50.6	Cite examples of each of the means in the United States economy.
I	R	R	M	51.0	Define basic economic terms and use these to describe how the American economic system operates.
				52.0	Identify and explain basic economic goals such as full employment, price stability, economic freedom, economic growth, etc.
I	R	R	M	52.1	Recognize that individuals, communities, states and nations have economic goals.
		I	M	52.2	Identity goals which would be shared by most economic systems.
		I	M	52.3	Identify some major goals in the United States economy.
		I	M	52.4	Explain how a society's values would affect its selection of goals.
		I	M	52.5	Identity economic goals which might conflict with each other.
				53.0	Describe how the market system organizes for production and consumption by allowing individuals to compete for the use of productive resources based on supply and demand.
I	R	M		53.1	Recognize that the price of goods or services depends upon supply and demand.
		I	M	53.2	Recognize that supply and demand operates in markets for economic resources (land, labor, capital and management).
I	R	M		53.3	Describe the role of producers and consumers in the market system.
	I	M		53.4	Explain how producers compete for resources and how consumers compete for goods and services in the market system.
	I	R	M	53.5	Show graphically how supply and demand functions set prices.
				54.0	Identify and describe the roles of major economic institutions such as financial institutions, businesses, labor unions, and government agencies.

K-3	4-6	7-9	10-12		
I	R	R	M	54.1	Describe the roles of such financial institutions as banks, stock markets, the Federal Reserve system, etc.
I	M			54.2	Discuss examples of economic institutions in the local community.
			M	54.3	Describe the major types of businesses: proprietorships, partnerships and corporations.
		I	M	54.4	Explain how labor unions function and discuss the national and international labor movement.
		I	M	54.5	Identify the roles of government agencies that affect the economy.
			M	54.6	Point out relationships among businesses, unions, financial institutions and government agencies.
		I	M	54.7	Discuss the historical development of economic institutions.
				55.0	Discuss the role of government in monitoring and regulating the economic system through taxation, spending, money creation, controlling competition, etc.
			M	55.1	Identify tools that governments use to monitor the economy, i.e., GNP, CPI, etc.
			M	55.2	Identity major laws and regulations that governments use to regulate the economy.
	I	R	M	55.3	Recognize the role of taxation in providing public goods and services.
		I	M	55.4	Explain how taxes and expenditures by government are used to create or inhibit economic growth.
		I	M	55.5	Explain how monetary systems are used to create or inhibit economic growth.
		I	M	55.6	Recognize that government regulation arose historically to protect workers, business people and consumers in such areas as safety, fair trade, etc.
		I	M	55.7	Recognize that the amount of government regulation of the economy is a major political issue in the U.S.

K-3	4-6	7-9	10-12		
				56.0	Identify factors that contributed to the economic development of the United States and explain how similar factors might operate in other societies.
	I	M		56.1	Identity some basic needs of all economies such as resources, transportation systems, educational systems, etc.
			M	56.2	Identify factors that are necessary for economic growth.
	I	R	M	56.3	Recognize that wealth is unevenly distributed among countries of the world.
		I	M	56.4	Outline basic developments in the growth of the United States economy.
			I	56.5	Describe how growth might take place in underdeveloped countries.
				57.0	Discuss the occurrence of economic phenomena such as inflation, recession, and depression, and describe the effects of these on political, social, and economic life.
			I	57.1	Describe the concept of business cycles.
		I	M	57.2	Discuss the effects of economic instabilities on individuals, communities, nations and the world.
			I	57.3	Discuss possible causes and solutions to economic instability and recognize that economists have various theories on causes and solutions.
				58.0	Recognize the economic interdependence of the world's nations and understand the basic concepts of specialization, trade, exchange, etc.
		I	M	58.1	Identify major terms used in international trade, i.e., tariff, comparative advantage, etc.
		I	M	58.2	Recognize that international trade benefits all trading partners.
		I	M	58.3	Discuss the effects of international trade on the United States economy.
	I	R	M	58.4	Cite examples of interdependence among national economies.

Area I: Environmental Education, K-12

Theme: Environmental Education is the study of human use and misuse of the natural environment. It has as its theme the encouragement of wise use of the land and its resources.

Goals: The student will:

K-3	4-6	7-9	10-12		
				59.0	Explain and evaluate ways in which natural resources have been allocated, used and conserved.
I	M			59.1	Identity major natural resources.
		I	M	59.2	Explain how the use of natural resources is affected by people's perceptions.
	I	M		59.3	Cite examples of natural resource conservation.
I	R	R	M	59.4	Recognize the needs for and limitations of different resources.
	M			59.5	Recognize the diversity of resources available in our environment.
	I	M		59.6	Explain how scarcity affects the use of natural resources.
	I	R	M	59.7	Cite examples of using technology to overcome resource scarcity.
I	R	M		59.8	Cite examples of renewable and non-renewable resources.
				60.0	Realize that the natural environment is ecologically balanced and that this delicate balance can be upset by misuse of the environment.
	M			60.1	Define ecology.
	I	R	M	60.2	Discuss examples of ecological balance and inbalance.
	I	R	M	60.3	Cite examples of ecological inbalance caused by misuse of the environment.
	I	R	M	60.4	Identity problems caused by misuse of the environment (i.e., pollution, animal extinction, erosion, etc.).
	I	R	M	60.5	Cite examples of environmental use and misuse occuring in South Dakota.

K-3	4-6	7-9	10-12		
				61.0	Develop the generalization that humans use energy, water, land, and mineral resources to improve their lives. Used conservatively these resources can exist for centuries to come.
I	M			61.1	Understand that natural resources can be used to improve the quality of life.
I	R	M		61.2	Understand that conservation and wise use of natural resources will extend their availability further into the future.
I	R	M		61.3	Discuss ways of conserving vital resources.
	I	M		61.4	Cite examples of successful and unsuccessful efforts at resource conservation.
				62.0	Recognize that appropriate technology can extend the life of resources and improve the quality of the environment if used wisely.
	I	R	M	62.1	Recognize that technology can both help and harm the environment in the utilization of resources.
	I	R	M	62.2	Cite examples of using technology to extend resource life.
	I	R	M	62.3	Cite examples of using technology to improve environmental quality.
	I	R	M	62.4	Cite examples of technology that abuse the environment.
				63.0	Explain the need for balance between individual, private sector, and public goals in environmental decision-making.
I	R	M		63.1	Cite examples of individual environmental goals.
	I	R	M	63.2	Cite examples of private environmental goals.
	I	R	M	63.3	Cite examples of public environmental goals.
	I	R	M	63.4	Discuss how environmental decisions are made in the United States.
	I	R	M	63.5	Show examples of balance between competing environmental goals.
		I	M	63.6	Recognize the need for overall planning coordinated between public and private sectors to insure that one entity does not negate the efforts of the other.

K-3	4-6	7-9	10-12		
				64.0	Realize that there are alternative ways of using the environment and its resources. Each alternative has a different effect on the quality of the environment.
I	R	M		64.1	Identify alternative uses of existing resources.
	I	R	M	64.2	Determine potential impact that alternative resource use may have upon people and the environment.

Area J: Geography, K-12

Theme: Geography is the study of the earth's variable physical and cultural phenomena and the spatial relationships among these phenomena.

Goals: The students will:

K-3	4-6	7-9	10-12		
				65.0	Create and use maps and other tools to gather and analyze data about the human and physical patterns on the earth's surface and the relationship between these elements.
I	R	M		65.1	Read and interpret various types of maps, charts and other visual media.
	I	M		65.2	Create various types of maps, charts, and other visual media to represent information.
	I	R	M	65.3	Correlate information through the use of visual devices.
I	M			65.4	Identify major features of the earth's surface.
I	R	M		65.5	Recognize human patterns that exist on the earth's surface.
				66.0	Describe the ways in which cultures have used their environment and resources and the ways in which human activity has modified the physical environment.
I	R	M		66.1	Recognize that all humans interact with the environment.
I	R	M		66.2	Identify physical changes that can occur when people interact with the environment.
I	R	M		66.3	Recognize that people use and modify the environment to meet their needs.
	I	R	M	66.4	Describe the influence of the environment upon the culture of a group of people.
	I	R	M	66.5	Cite examples of cultures developing technology to use the environment and resources.
		I	M	66.6	Cite examples of cultures values affecting use of the physical environment.
	I	R	M	66.7	Cite examples of how economic systems affect the use of the physical environment.
		I	M	66.8	Explain how technology is decreasing the impact of the physical environment on cultures.

K-3	4-6	7-9	10-12		
				67.0	Identify major features of the physical and cultural landscape and recognize physical and cultural processes which have contributed to regional characteristics and patterns.
I	M			67.1	Identify features of physical landscapes.
		I	M	67.2	Identify features of cultural landscapes.
	I	R	M	67.3	Explain how physical and cultural patterns create regions.
	I	R	M	67.4	Identify physical and cultural processes which modify landscape patterns and regions.
				68.0	Describe and explain patterns of population density, distribution, and settlement.
I	R	M		68.1	Describe how their community and surrounding area came to be settled.
	I	M		68.2	Describe the effect that local physical features had on settlement.
	I	R	M	68.3	Describe patterns of population density, distribution and settlement.
	I	R	M	68.4	Describe the effects of population density on economic and social life.
	I	R	M	68.5	Discuss possible explanations for density and settlement patterns.
	I	R	M	68.6	Discuss problems related to settlement patterns.
				69.0	Recognize that natural elements (i.e., climate, landforms, vegetation, etc.) have multiple uses and that the perception and use of these elements change as the using culture changes.
I	R	M		69.1	Cite examples of multiple uses for natural elements.
	I	M		69.2	Recognize that technological developments create additional uses of natural elements and changes in the environment.
I	R	R	M	69.3	Explain how cultural perceptions help determine the use of natural elements.
	I	R	M	69.4	Cite examples of natural element use changing as cultures change.

K-3	4-6	7-9	10-12		
				70.0	Analyze forces which unify and forces which divide the world's cultures and recognize the interdependence of the world's regions and peoples.
	I	R	M	70.1	Identify factors which unify the world's people (i.e., religion, climate, form of government, language, etc.).
	I	R	M	70.2	Identity factors which divide the world's peoples (i.e., religion, language, etc.).
		I	M	70.3	Identify which unify and divide people within cultures.
	I	M		70.4	Cite examples of interdependence among world regions and among nations.
				71.0	Describe processes which cause change in both physical and cultural landscapes.
	I	M		71.1	Describe physical processes which cause change in physical and cultural landscapes over time.
		I	M	71.2	Describe cultural processes which cause change in physical and cultural landscapes over time.
				72.0	Apply decision-making skills to geographic issues and problems on earth and in space.
	I	M		72.1	Identify geographic issues and problems.
	I	M		72.2	Identity alternative solutions to these problems.
	I	M		72.3	Suggest possible solutions to geographic problems and discuss potential consequences.
	I	R	M	72.4	Identity developing issues and problems in space research and use.
	I	R	M	72.5	Suggest possible solutions to problems and issues facing the world in the "space age".

Area K: Government, K-12

Theme: Government is the study of political institutions and processes organized by people to rule themselves, select leaders, and make decisions.

Goals: The student will:

K-3	4-6	7-9	10-12		
				73.0	Develop an understanding of the United States Constitution and the Bill of Rights as a basis for our governmental system.
	I	R	M	73.1	Identify the Constitution as the written basis for the American Government and understand the major elements found within the document.
	I	M		73.2	Recognize the Bill of Rights and cite the individual rights and freedoms provided.
		I	M	73.3	Identity values present in important South Dakota and United States documents, i.e., the Constitution, Declaration of Independence, Bill of Rights, etc.
		I	M	73.4	Demonstrate an understanding of the Constitution and the processes for changing it.
				74.0	Explain how rules and laws are created, applied, and interpreted in democratic and non-democratic systems.
	I	R	M	74.1	Recognize that persons and groups develop a system of laws and rules for cooperative living.
	I	R	M	74.2	Identify different lawmaking bodies in our society, i.e., city council, county commission, congress, tribal government, etc.
		I	M	74.3	Demonstrate an understanding of the jurisdiction of different lawmaking bodies in our society.
		I	M	74.4	Compare and contrast lawmaking in our society with processes used in other societies.
I	R	M		74.5	Identify methods used in our society to enforce laws.
		I	M	74.6	Compare and contrast law enforcement in our society with other societies.
	I	R	M	74.7	Recognize the role of the courts in interpreting laws.

K-3	4-6	7-9	10-12		
		I	M	74.8	Recognize that laws may both limit and provide freedom.
				75.0	Describe how leaders are selected in democratic and non-democratic systems.
I	R	R	M	75.1	Identify characteristics of leadership.
	I	M		75.2	Describe methods used in our democratic system to select leaders.
		I	M	75.3	Compare and contrast methods used for selecting leaders in democratic and non-democratic political systems.
				76.0	Compare and contrast the ways different societies govern themselves.
		I	M	76.1	Identify different forms of government, i.e., democracy, monarchy, dictatorship, etc.
			M	76.2	Identify the differing bases of power in democratic and non-democratic systems.
			M	76.3	Recognize that differing governmental systems are the result of different ideologies upon which the societies are based.
		I	M	76.4	Compare and contrast characteristics of differing systems of governments.
	I	R	M	76.5	Define important terms related to democratic and non-democratic systems of government.
	I	R	M	76.6	Identify significant political leaders and forces found today and in the past.
I	R	R	M	77.0	Recognize and understand basic political concepts including authority, power, responsibility, justice, democracy, participation, privacy, property, and freedom.
		I	M	78.0	Identify methods of changing society within the democratic framework.
				79.0	Recognize how conflict occurs in all societies and understand the ways that conflict is accommodated in different governmental systems.
I	R	M		79.1	Recognize that conflict occurs within all societies.

K-3	4-6	7-9	10-12		
	I	R	M	79.2	Identify underlying issues causing conflict in many societies, i.e., racism, sexism, poverty, hunger, inflation, etc.
		I	M	79.3	Compare and contrast methods used in differing political systems to accomodate conflict.
	I	R	M	80.0	Gather, organize, analyze, interpret, and evaluate information in order to generalize about our political systems.
				81.0	Explain how American government is organized, how it operates, and how political decisions are made.
		I	M	81.1	Provide reasons for societies creating governments.
	I	R	M	81.2	Define important terms related to American Government.
	I	R	M	81.3	Identity the different levels of government found in our federal system.
	I	R	M	81.4	Identity powers and responsibilities held by the different levels of government in our federal system.
	I	R	M	81.5	Identify the structure and functions of the federal government.
	I	R	M	81.6	Recognize how political decisions are made in our nation.
	I	R	M	81.7	Participate in real or simulated government decision-making processes.
I	R	M		81.8	Identify important local, state, and national political leaders and office holders.
				82.0	Identity how governments work together to plan and resolve common problems and challenges on an international level.
		I	M	82.1	Cite issues, factors, and problems that can use governments to formally interact with each other.

K-3	4-6	7-9	10-12		
		I	M	82.2	Identify ways that governments interact with each other.
	I	R	M	82.3	Identify different international organizations and the types of issues they examine, i.e., United Nations, World Health Organization, World Bank, NATO, etc.
	I	R	M	82.4	Identify methods used to decrease or resolve international conflict.

Area L: Historical and Cultural Impact of Religion, K-12

Theme: Historical and Cultural Impact of Religion is the study of world religions and their impact upon history, culture, and values.

Goals: The student will:

K-3	4-6	7-9	10-12		
I	R	R	M	83.0	Respect the freedom of choice in religion.
				84.0	Understand that religion and culture are interrelated.
	I	R	M	84.1	Identify religious contributions to our culture and other cultures.
	I	R	M	84.2	Identify examples of the interrelationship existing between religion and culture.
		I	M	84.3	Identify local examples of religion and its effect upon history and present day culture, i.e., Indian religion, Hutterites, etc.
				85.0	Realize that religious commitment has influenced the course of history.
	I	R	M	85.1	Identity historical and contemporary events which were caused and/or influenced by religious commitment.
				86.0	Compare and contrast major religions.
	I	M		86.1	Identify major religions of the U.S. and the world.
	I	R	M	86.2	Compare and contrast the philosophies and practices of major religions.
		I	M	86.3	Identity values common to many of the world's religions.

Area M: Multi-Cultural Education, K-12

Theme: Multi-Cultural Education is the study of the diverse cultures existing in the United States and the world to increase understanding of self and dissimilar others.

Goals: The student will:

K-3	4-6	7-9	10-12		
				87.0	Identify the diverse cultural makeup of the world.
I	M			87.1	Recognize that similarities and differences exist in people around the world.
	I	R	M	87.2	Identity various cultures that are found in South Dakota, the nation, and the world.
	I	R	M	87.3	Compare and contrast different cultural group characteristics, i.e., language, customs, clothing, etc.
				88.0	Realize greater self-understanding by viewing themselves from the perspectives of other cultures.
	I	R	M	88.1	Identity other culture's perceptions and views of our society and culture(s).
				89.0	Recognize the diversity of people within ethnic and national groups.
	I	R	M	89.1	Cite examples of intra-diversity within ethnic and national groups.
	I	R	M	89.2	Identify ways in which immigrants become assimilated into societies.
	I	R	M	89.3	Recognize that immigrants attempt to preserve a cultural milieu simillar to that with which they are most familiar.
				90.0	Develop a sense of "ethnic literacy" meaning the ability to understand "different" cultures as they were and are.
	I	R	M	90.1	Identify unique and common values held by cultural groups in South Dakota, the nation, and the world.

K-3	4-6	7-9	10-12		
	I	R	M	90.2	Respect the right of other cultures to maintain dissimilar practices, beliefs, etc.
	I	R	M	90.3	Recognize that cultures are not static but always changing.
	I	R	M	90.4	Identify factors causing cultural change.
				91.0	Recognize cultural discrimination in its many forms (political, social, economic, etc.) and strive to provide equal opportunity to all persons regardless of cultural factors.
	I	M		91.1	Define discrimination.
	I	R	M	91.2	Identify both obvious and subtle forms of cultural discrimination existing in our society and the world.
	I	R	M	91.3	Define the process of socialization beginning with birth and show how this process shapes peoples attitudes toward cultural differences.
	I	R	M	91.4	Cite historical and contemporary attempts to provide equal opportunity to all cultural groups.
				92.0	Identify and develop the skills, knowledge, and attitudes necessary to function within their ethnic culture, mainstream culture and within and across other cultures.
I	M			92.1	Identify the cultures that he/she is within.
	I	R	M	92.2	Apply the concepts of assimilation, isolation, and acculturation to small groups such as classrooms, families, and communities.
I	R	M		92.3	Identify knowledge, skills, and attitudes necessary to function in his/her cultural groups.
	I	R	M	92.4	Recognize the need to adjust his/her behavior when interacting within and across other cultures.

Area N: Psychology, K-12

Theme: Psychology is the study of how humans behave.

Goals: The student will:

K-3	4-6	7-9	10-12		
				93.0	Describe the role of the brain, nervous system, and sensory systems in controlling and regulating behavior.
I	R	R	M	93.1	Identify major parts and functions of the brain.
		I	M	93.2	Explain brain function in such areas as thought, logic, emotions, etc.
		I	M	93.3	Explain the effects of heredity and learning on brain function.
	I	R	M	93.4	Identify parts and functions of the nervous system.
I	R	M		93.5	Define the senses.
		I	M	93.6	Explain how senses gather information.
		I	M	93.7	Discuss how the brain interprets information gathered by the senses.
				94.0	Define key psychological concepts such as motivation, preception, learning, memory, personality, etc.
			M	94.1	Identify and define major terms in psychological subfields.
			M	94.2	Apply psychological terms to behavior.
			M	94.3	Discuss reasons for the evolution of psychological terms.
				95.0	Identify those factors which influence the formulation of an individual's self-concept.
I	R	M		95.1	Define self-concept.
	I	R	M	95.2	Discuss how individuals develop self-concepts.
	I	R	M	95.3	Discuss how self-concept affects behavior.
I	R	R	M	95.4	Describe ways in which self-concept can change.

K-3	4-6	7-9	10-12		
				96.0	Recognize that no two people are exactly alike in personality and that attitudes affect behavior.
I	M			96.1	Identify ways in which individuals are similar and different.
		I	M	96.2	Discuss how personality develops.
		I	M	96.3	Explain how personality affects behavior.
		I	M	96.4	Explain how growth and maturation affect personality.
	I	R	M	96.5	Describe disorders related to personality and behavior.
		I	M	96.6	Recognize the role of culture in developing personality.
			M	96.7	Discuss different theories on the causes and treatment of personality disorder.
				97.0	Recognize that the basic scientific methods of psychological inquiry (hypothesis, experimentation, observation, and testing) are utilized to analyze human behavior.*
I	R	R	M	97.1	Identify the elements of the scientific method.
			M	97.2	Explain how scientific methods are used in psychology.
			M	97.3	Discuss the process and results of major psychological experiments.
				98.0	Identify major developments in the history of psychology.
			M	98.1	Identify major schools of thought in psychology.
			M	98.2	Discuss the contributions of major psychologists to the discipline.

For further information write for the SOUTH DAKOTA FRAMEWORK FOR SCIENCE CURRICULUM DEVELOPMENT available from the Division of Elementary and Secondary Education, Richard Kneip Building, Pierre, SD 57501

K-3	4-6	7-9	10-12		
				99.0	Recognize that the discipline of psychology has several sub-fields within it, i.e., developmental psychology.
			M	99.1	Identity the subfields in psychology.
			M	99.2	Define the major concepts in each subfield.
			M	99.3	Explain how the subfields relate to each other.
				100.0	Describe the process of growth and development in humans.
			M	100.1	Describe stages of human growth and development.
			M	100.2	Describe ways in which learning takes place.
	I	R	M	100.3	Discuss physical and emotional changes resulting from maturation.

Area O: Rights and Responsibilities Education, K-12

Theme: The study of Human Rights encourages students to develop values respecting the rights of others.

Goals: The student will:

K-3	4-6	7-9	10-12		
				101.0	Develop a self-concept that reflects positive attitudes toward people who are similar to and those who are different from himself/herself.
I	R	R	R	101.1	Recognize that all persons are important.
I	R	R	R	101.2	Demonstrate a respect for all people irregardless of individual differences, i.e., religion, sex, social status, physical or mental ability, etc.
I	R	R	R	101.3	Value individual differences and respond to each individual on the basis of his/her own merits and actions.
I	R	R	R	101.4	Develop a respect for the dignity and worth of other people and cultures.
				102.0	Avoid the use of negative stereotypes and the use of pejorative labels.
	I	M		102.1	Identify stereotypes of various groups and determine which stereotypes may be damaging to individuals and/or groups.
I	R	R	M	102.2	Determine the origin of stereotypes.
				103.0	Believe in the concept of equal opportunity for all people.
	I	R	M	103.1	Recognize that equal opportunity requires equal access.
				104.0	Affirm the need to eliminate discrimination based on age, sex, religion, race, handicaps, cultural differences, and other factors.
	I	R	M	104.1	Identity discriminatory societal practices in laws, norms, etc., based on sex, age, religion, race, handicap, cultural differences, and other factors.
	I	R	R	104.2	Recognize a personal commitment to eliminating discrimination.

K-3	4-6	7-9	10-12		
				105.0	Respect the rights of individuals and cultural groups to hold ideas and beliefs that are different from the prevailing views.
	I	R	M	105.1	Cite examples of beliefs held by individuals and/or groups that are contrary to societal norms.
	I	M		105.2	Identify protections present in our society which provide for individuals and groups to hold differing ideas, beliefs, and values.
				106.0	Recognize the unique contributions of various cultural and ethnic groups to American society.
	I	M		106.1	Identify ethnic and cultural groups that exist(ed) in American society.
I	M			106.2	Cite examples of important contributions made by ethnic and cultural groups to American society.

Area P: Social Behavior, K-12

Theme: The study of values education and moral development encourages students to analyze values, attitudes, norms, and feelings which determine social behavior.

Goals: The student will:

K-3	4-6	7-9	10-12		
				107.0	Analyze his/her own beliefs and values and determine the relationship between these and behavior.
I	R	M		107.1	Define values, beliefs, and behavior.
I	R	R	R	107.2	Identify personal beliefs and values.
I	R	R	M	107.3	Identify how individuals acquire and develop beliefs and values.
I	R	R	M	107.4	Recognize how values and beliefs affect behavior.
				108.0	Describe ways in which individuals express their feelings and preferences about people, beliefs, and ways of life.
I	R	R	R	108.1	Identify personal feelings and preferences about people, beliefs, and ways of life.
I	R	R	R	108.2	Identify the values and beliefs of others.
I	R	R	R	108.3	Define personal beliefs about people, beliefs, and ways of life.
				109.0	Identify and give reasons for one's own criteria for judgment of beliefs and actions of other people, and for judgment of own beliefs and actions.
		I	M	109.1	Cite criteria for evaluating and judging beliefs and actions.
		I	M	109.2	Apply evaluative and judgment criteria to beliefs and actions.
				110.0	Demonstrate an acceptance of responsibility for his/her own behavior and understand how it affects others.
I	R	R	M	110.1	Identify how personal behavior affects other people.

K-3	4-6	7-9	10-12		
I	R	R	R	110.2	Demonstrate an acceptance of responsibility for personal behavior.
I	R	R	R	110.3	Recognize that changes in behavior may be necessary to adapt to social environments.
				111.0	Identify alternative responses to a dilemma situation, recognize the values and beliefs of self and others within the responses, consider possible consequences of these responses and select and defend a position.
I	R	M		111.1	Cite several alternative responses to a dilemma situation.
I	R	R	M	111.2	Describe the consequences of alternative courses of action.
	I	M		112.0	Identity terms in values education such as morals, ethics, values, beliefs, etc.
				113.0	Recognize that conflict among cultures might be caused by differing moral and ethical codes of behavior.
	I	M		113.1	Cite examples of moral and ethical codes in different societies.
	I	R	M	113.2	Identity examples of cultural conflict that have resulted differing moral and/ethical codes.

Section Q: Sociology, K-12

Theme: Sociology is the study of relationships and problems people have as members of societies.

Goals: The student will:

K-3	4-6	7-9	10-12		
				114.0	Identity the family as the basic unit of society.
M				114.1	Identify family members, address, sex, birthday, phone number, etc.
I	M			114.2	Recognize the family as a group whose members have various roles and responsibilities.
I	R	M		114.3	Compare and contrast among different types of family structures in our society and other cultures.
I	M			114.4	Recognize the family as being the individuals basic social group in that it provides for essential needs and desires, i.e., food, clothing, affection, and shelter.
	I	M		114.5	Recognize the family as being society's basic means of transmitting culture.
	I	M		114.6	Recognize the importance of the family in shaping an individual's values, beliefs, and self-concept.
	I	R	M	114.7	Identity sources of family conflict and apply conflict resolution skills.
				115.0	Differentiate between the various elements of culture, i.e., beliefs, values, traits, norms, and other universals.
	I	R	M	115.1	Identify and define the universal elements common to cultures, i.e., beliefs, values, norms, etc.
	I	M		115.2	Recognize that people in the same society usually have similar cultural traits, i.e., languages, customs, values, traditions, practices, etc.
I	R	R	M	115.3	Compare customs, traditions, norms, and practices of our own society and those at different societies.

K-3	4-6	7-9	10-12		
		I	M	115.4	Discuss the impact of universal cultural elements on societies.
				116.0	Recognize that changes within a culture may be brought about through a variety of factors.
		I	M	116.1	Identify different factors that cause cultural change.
		I	M	116.2	Describe methods used to spread ideas, customs, beliefs, etc. (i.e., war, trade, migration, etc.).
	I	R	M	116.3	Recognize that when two divergent cultures meet and mix, the result is usually a cultural blend rather than the elimination of one or the other.
		I	M	116.4	Recognize that cultural change may be accelerated by certain factors like increased knowledge, improved communication, or improved transportation.
				117.0	Recognize that individuals, families, and groups tend to become ranked by society into a hierarchy of social classes with defined status and roles.
I	M			117.1	Recognize their role in the family, school, and community.
		I	M	117.2	Identify factors existing in our society which will enhance social mobility, i.e., education, mechanization, etc.
		I	M	117.3	Recognize the effect that class status has upon life chances for success.
		I	M	117.4	Recognize that the criteria of class status vary from culture to culture.
				118.0	Describe how people are influenced by, and must adjust to, the social institutions which they encounter in society.
I	R	M		118.1	Identify basic social institutions existing in societies, i.e., family, peer groups, schools, religion, etc.
I	R	R	M	118.2	Recognize the different roles that an individual plays in interacting with various social institutions.
	I	R	M	118.3	Describe how behavior is influenced and shaped by social institutions.

K-3	4-6	7-9	10-12		
		I	M	118.4	Recognize that social institutions are modified in order to resolve social problems.
	I	R	M	119.0	Apply inquiry procedures while studying individuals and group behaviors in society.
				120.0	Describe methods of conflict resolution bringing about cooperation and respect for other cultures.
	I	R	M	120.1	Identify different methods of conflict **resolution.**
		I	M	120.2	Select conflict resolution processes which will bring about cooperation and respect for other cultures.
		I	M	120.3	Recognize that the solution of important human problems requires cooperation between individuals in the family, school, and society.
				121.0	Describe how cultures depend upon other cultures for satisfaction of needs.
	I	R	M	121.1	Recognize that the trading of goods and materials between cultures is vital to the growth and maintainance of each culture.
				122.0	Recognize that each cultural group has defined practices and traditions for coping with birth, marriage, death and other life functions.
I	R	R	M	122.1	Identify differing cultural practices and traditions for coping with life functions, i.e., birth, death, marriage, etc.
	I	R	M	122.2	Value the right of cultural groups to maintain differing traditions and customs.
				123.0	Recognize the similarities, differences, and interrelationships of urban, suburban, and rural areas.
I	R	M		123.1	Compare and contrast characteristics of urban, suburban, and rural areas.
I	R	M		123.2	Cite examples of interrelationships existing between urban and rural areas.
I	R	M		123.3	Describe how human needs in rural/urban areas are met through the interaction of rural and urban areas.

K-3	4-6	7-9	10-12		
				124.0	Recognize problems caused by social/economic status and/or social/ethnic groups in rural and urban areas.
		I	R	124.1	Apply conflict resolution skills to problems caused by socioeconomic status in rural and urban areas.
I	R	R	M	124.2	Identify social institutions and organizations which help resolve problems within rural and urban areas.
				125.0	Analyze the effects of communication, transportation, and the media on society and individuals.
I	R	M		125.1	Identify different historical and contemporary methods of transportation and communication.
I	M			125.2	Identify different media sources, i.e., radio, television, etc.
I	R	R	M	125.3	Identify different uses of media, i.e., information, propaganda, entertainment, advertising, etc.
I	R	R	R	125.4	Recognize that applying decision-making skills is necessary to be an informed media consumer.
		I	M	125.5	Project the impact of recent communication and transportation developments upon the future.

Area R: South Dakota Studies, K-12

Theme: The study of South Dakota results in the appreciation of our rich heritage and the ability to examine and make decisions about current issues and problems facing the state.

Goals: The student will:

K-3	4-6	7-9	10-12		
				126.0	Identify the factors influencing the development of our state.
	I	M		126.1	Identify examples of South Dakota's natural resources, i.e., land, minerals, water, plants, animals.
	I	M		126.2	Recognize that South Dakota can not meet all needs from local resources.
	I	M		126.3	Identify South Dakota's major industries, forms of transportation and communication.
	I	R	M	126.4	Identity the roles of various groups, i.e., Indians, settlers, etc. in developing South Dakota.
	I	R	M	126.5	Discuss major elements of the state's economy.
	I	R	M	126.6	Discuss the role of railroads and the Missouri River in developing South Dakota.
	I	R	M	126.7	Discuss the role of government in South Dakota's development.
				127.0	Recognize the multi-ethnic character of South Dakota.
	I	M		127.1	Identify different ethnic and cultural groups that inhabit South Dakota.
		I	M	127.2	Cite examples of similarities and differences in the cultural patterns of various South Dakota communities.
	I	R	M	127.3	Discuss contributions of different ethnic and cultural groups to South Dakota.
	I	R	M	127.4	Identify problems resulting from conflict among ethnic and cultural groups in South Dakota.

K-3	4-6	7-9	10-12		
				128.0	Appreciate the significance of local contributions in the development of South Dakota.
	I	R	M	128.1	Identify South Dakota persons, places, events, and movements of historical and current importance.
	I	R	M	128.2	Identify elements of local economic and political systems.
	I	R	M	128.3	Identify local contributions to South Dakota life.
				129.0	Apply decision-making skills to local and state problems.
	I	R	M	129.1	Identify local and state economic, social and political problems.
		I	M	129.2	Discuss alternative solutions to local and state problems.
		I	M	129.3	Discuss the effects of alternative solutions to local and state problems.
				130.0	Participate in local and state governmental processes.
		I	M	130.1	Identify South Dakota's state and local governments and their functions.
		I	M	130.2	Identify elements of local and state governmental processes in which students can participate.
		I	M	130.3	Discuss the effects of participation in local and state government processes.

Area S: World and American History: Global Education, K-12

Theme: History is the study of the incomplete record of the activities of men and women.

Goals: The student will:

K-3	4-6	7-9	10-12		
				131.0	Use inquiry operations in the examination of historical data.
	I	R	M	131.1	Locate, select and use reference materials from different sources.
	I	M		131.2	Differentiate between primary and secondary resources.
	I	R	M	131.3	Interpret maps, charts, diagrams, cartoons, and timelines.
	I	R	M	131.4	Organize, analyze, interpret and synthesize information from various sources.
	I	R	M	131.5	Identify steps to be used in solving personal problems as well as community, state, national, and international concerns.
	I	R	M	131.6	Use information to draw conclusions, offer solutions and/or make predictions.
	I	M		131.7	Distinguish relevant from irrelevant information.
				132.0	Recognize that historical records reflect bias.
	I	R	M	132.1	Identify the writers point of view in examining historical records and accounts.
	I	R	M	132.2	Compare and contrast differing viewpoints of the the same historical event, person, issue, etc.
				133.0	Recognize that history affords the opportunity to learn from the past.
	I	R	M	133.1	Identity lasting and recurring issues facing humankind, i.e., conflict, nationalism, poverty, change.
		I	M	133.2	Identify contemporary and historical circumstances where attempts were made to use historical knowledge to solve an issue.

K-3	4-6	7-9	10-12		
				134.0	Realize that history is a series of inter-related events.
	I	R	M	134.1	Recognize that cultures and societies interrelate to change at varying rates.
	I	R	M	134.2	Relate American events to world events.
		I	R	134.3	Identify the historical interrelationship present during various historical periods, i.e., slavery, abolitionists, trade with Europe, Civil War, reconstruction, etc.
		I	M	134.4	Demonstrate how dramatic incidents or historic events have changed the course of history, i.e., Lincoln's assassination, etc.
		I	M	134.5	Identify examples of how a series of events has led to a dramatic incident (i.e., Pearl Harbor).
				135.0	Recognize that history is universal and that all people and cultures have a history.
	I	M		135.1	Recognize that all cultures are influenced by past experience.
I	R	M		135.2	Identify various ways that history, beliefs, and values are transmitted.
		I	M	135.3	Recognize that differing reactions to historical experiences provide for differing points of view on issues.
	I	M		135.4	Recognize the need to preserve actual and possible historical information and artifacts.
				136.0	Develop an understanding of the cause and effect relationships existing in the course of history.
I	M			136.1	Differentiate between cause and effect.
	I	R	M	136.2	Cite examples of cause and effect relationships existing in the past and present.
	I	R	M	136.3	Cite examples of beliefs, values, movements, and inventions and their effect on history.
				137.0	Recognize that history is often catagorized by time or location.
I	R	M		137.1	Sequence events chronologically.

K-3	4-6	7-9	10-12		
	I	R	M	137.2	Interpret historical timelines.
			M	137.3	Identify different methods of historical organization, i.e., location, time, groups, structures, concept, etc.
				138.0	Identify recurring historical concepts such as conflict, change, peace, nationalism, migration, etc.
	I	R	M	138.1	Identify how recurring historical issues such as conflict or change have been adapted to by different societies.
				139.0	Identify significant people, events, movements, and trends, etc., in local, state, national and world history.
	I	R	M	139.1	Identify factors involved in the development of Eastern and Western societies.
		I	M	139.2	Compare and contrast ancient Eastern and Western political, economic, and social systems.
	I	R	M	139.3	Recognize contributions made by ancient Eastern and Western societies to contemporary life.
		I	M	139.4	Identify historical factors, existing in many societies, that cause conflict, i.e., poverty, inquality, political differences.
	I	R	M	139.5	Analyze factors that caused the growth of various historical movements and forces.
	I	R	M	139.6	Identify various social, economic, and political motivations influencing exploration and settlement.
		I	M	139.7	Understand the causes and effects of important historical events and forces in the world, i.e., the crusades, World Wars I & II, etc.
	I	R	M	139.8	Recognize the impact of colonial life upon the economic, political and social development of the United States.
	I	R	M	139.9	Understand the causes and effects of key America historical events, i.e., American revolution, Civil War, Reconstruction, Industrial Revolution, etc.

K-3	4-6	7-9	10-12		
	I	R	M	140.0	Describe the historical development of local, state, national and world areas.
				141.0	Recognize historical relationships among nations of the world.
	I	R	M	141.1	Identify historical relationships existing between the United States and other nations of the world.
	I	R	M	141.2	Recognize that historical relationships between Nations changes over a period of time, i.e., Japan - United States relations, etc.

SECTION THREE
OVERVIEW OF SOCIAL STUDIES SCOPE AND SEQUENCE

The instructional goals in Section Two provide the substance for local Social Studies curriculum development. The overview included in this Section is needed in order to have a comprehensive view of the Social Studies curriculum. A local Social Studies Curriculum Task Force will find this Section helpful as decisions are made on the most appropriate placement of the instructional goals and on the introduction (I), Reinforcement (R), and Mastery (M) of the identified instructional goals.

The Tables included in this Section are a direct outgrowth of the work of the state-wide Social Studies Task Force. Joyce Levin and Kay Hammond have taken the work of the Task Force and summarized it into table form. Table A addresses the comprehensive K-12 Social Studies curriculum for all nineteen areas identified by the Task Force. Future development will include brief headings for all of the instructional goals as a result of input from implementation throughout South Dakota. At this time, a sample of such development is provided for the first area. A local Social Studies Task Force may wish to complete their own headings. Future projections also include the development of a fold-out chart that will show the comprehensive Social Studies curriculum on one page if this is found to be helpful. Tables B through E were designed to show placement of the instructional goals within three year intervals as suggested by the Task Force. While it is crucial that a K-12 comprehensive approach be developed, it is recognized that there must also be an appropriate focus on a more specific interval of the curriculum (K-3, 4-6, 7-9, 10-12).

In Section Three is provided a summary of the Social Studies instructional goals so that an overview of the K-12 curriculum as well as an overview of each of four specific intervals throughout the curriculum is more easily visible. This overview will be helpful for individual teachers and for local Social Studies task forces as they adapt and adopt the instructional goals suggested by the state-wide Social Studies Task Force.

I = Introduced
R = Reinforced
M = Mastered

TABLE A

K-12 Social Studies Scope & Sequence

	Instructional Goals		Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
A.	AMERICAN INDIAN EDUCATION					
1.0	Sovereignty					
	Define	1.1		I	R	M
S	Bases	1.2		I	R	M
A	Tribes	1.3		I	R	M
M	Reservation	1.4		I	R	M
P	Preceptions	1.5		I	M	
L	Equality	1.6	I	M		
E	Differences	1.7		I	R	M
	Conflicts	1.8			I	M
	Government	1.9			I	M
2.0	Indian/Non-Indian					
	[instructional	2.1		I	R	M
	headings can	2.2		I	R	M
	be developed	2.3			I	M
	as above -	2.4			I	M
	2.0 - 141.2]					
3.0	Economic & Social Problems					
		3.1		I	M	
		3.2		I	R	M
		3.3		I	R	M
		3.4		I	R	M
		3.5		I	R	M
		3.6		I	R	M
		3.7			I	M
4.0	Major Contributions					
		4.1	I	R	M	
		4.2	I	R	M	
		4.3	I	M		
		4.4	I	R	M	
		4.5		I	R	M
B.	ANTHROPOLOGY					
5.0	Cultural Development					
		5.1		I	R	M
		5.2		I	R	M
		5.3		I	R	M
6.0	Characteristics					
		6.1	I	M		
		6.2	I	M		
		6.3	I	R	M	
		6.4		I	M	
		6.5	I	R	M	
		6.6	I	R	M	
		6.7		I	R	M
		6.8		I	R	M
		6.9		I	R	M
7.0	Variety of Cultures					
		7.1		I	R	M
		7.2	I	R	M	
		7.3		I	R	M
8.0	Cultural Changes					
		8.1		I	R	M
		8.2		I	R	M
		8.3			I	M
9.0	Communication					
		9.1	I	M		
		9.2	I	M		
		9.3	I	M		
		9.4	I	R	R	M
		9.5	I	R	M	
10.0	Compare Cultures Past and Present					
		10.1		I	R	M
		10.2		I	R	M

	Instructional Goals		Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
C.	CAREER EDUCATION					
11.0	Understand Self					
		11.1		I	R	M
		11.2		I	R	M
		11.3	I	R	R	M
		11.4		I	R	M
12.0	Career Options					
		12.1	I	R	R	M
		12.2	I	R	M	
		12.3			I	M
		12.4		I	R	M
		12.5	I	R	R	M
13.0	Work Discipline					
		13.1		I	R	M
14.0	Work & Leisure					
		14.1		I	R	M
		14.2		I	R	M
		14.3		I	R	M
15.0	Work Skills					
		15.1			I	M
		15.2		I	M	
		15.3		I	R	M
		15.4			I	M
16.0	Dignity & Work					
		16.1	I	R	M	
		16.2	I	R	M	
17.0	Productivity					
		17.1			I	M
		17.2			I	M
		17.3			I	M
		17.4			I	M
D.	CITIZENSHIP					
18.0	Democratic Process					
		18.1		I	R	M
		18.2	I	R	R	M
		18.3	I	R	M	
		18.4		I	R	M
		18.5		I	R	M
		18.6	I	R	R	M
		18.7	I	R	R	M
		18.8	I	R	R	M
19.0	Democratic Concepts					
		19.1		I	R	M
		19.2			I	M
20.0	Decision-Making Skills					
		20.1		I	R	M
		20.2		I	R	M
		20.3			I	M
21.0	Social Problems					
		21.1		I	R	M
		21.2		I	R	M
		21.3		I	R	M
		21.4		I	R	M
		21.5	I	R	M	
		21.6			I	M
22.0	Group Skills					
		22.1			I	M
		22.2	I	R	R	M

I = Introduced
R = Reinforced
M = Mastered

TABLE A

K-12 Social Studies Scope & Sequence

Instructional Goals		Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
23.0 Rights					
	23.1		I	R	M
	23.2			I	M
	23.3			I	M
	23.4	I	R	M	
24.0 Responsibilities Rules & Laws					
	24.1		I	R	M
	24.2	I	M		
	24.3			I	M
	24.4			I	M
	24.5			I	M
25.0 Personal Rights Responsibilities					
	25.1			I	M
	25.2			I	M
	25.3		I	R	M
	25.4			I	M
E. CONSUMER EDUCATION					
26.0 Personal Values					
	26.1	I	R	R	M
	26.2		I	R	M
27.0 Budgeting Skills					
	27.1	I	M		
	27.2	I	M		
	27.3		I	R	M
	27.4		I	R	M
	27.5		I	R	M
	27.6		I	R	M
	27.7		I	R	M
28.0 Purchasing					
	28.1		I	R	M
	28.2		I	M	
	28.3		I	R	M
	28.4			I	M
	28.5		I	R	M
	28.6			I	M
29.0 Saving & Investment					
	29.1		I	M	
	29.2		I	R	M
	29.3				M
	29.4				M
	29.5			I	M
	29.6			I	M
30.0 Financial Terms					
	30.1			I	M
	30.2			I	M
	30.3			I	M
	30.4			I	M
	30.5			I	M
	30.6				I
	30.7		I	R	M
31.0 Consumer Skills					
	31.1	I	R	R	M
	31.2			I	M
	31.3		I	R	M
	31.4		I	R	M
	31.5			I	M
32.0 Consumer				I	M
33.0 Government Regulations					
	33.1		I	R	M
	33.2			I	M
	33.3			I	M
	33.4			I	M

Instructional Goals		Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
	33.5		I	R	M
	33.6			I	M
F. CONTEMPORARY ISSUES					
34.0 Impact					
	34.1		I	R	M
	34.2	I	R	R	M
	34.3		I	R	M
	34.4		I	R	M
	34.5	I	R	M	
	34.6		I	R	M
	34.7			I	M
35.0 Tradition & Change					
	35.1	I	R	M	
	35.2	I	R	M	
	35.3		I	R	M
	35.4		I	M	
	35.5			I	M
	35.6			I	M
	35.7				M
	35.8				M
	35.9			I	M
	35.10		I	R	M
36.0 Decision-Making Issues					
	36.1	I	R	M	
	36.2	I	R	R	M
	36.3	I	R	R	M
	36.4		I	R	M
37.0 Ecological Harmony					
	37.1	I	M		
	37.2	I	R	R	R
	37.3	I	R	M	
	37.4			I	M
38.0 Decision-Making National/Global					
	38.1		I	R	M
	38.2			I	M
	38.3			I	M
	38.4		I	R	M
	38.5		I	R	M
	38.6			I	M
	38.7		I	R	M
39.0 Point of View					
	39.1	I	R	M	
	39.2	I	R	M	
	39.3	I	R	M	
	39.4		I	R	M
	39.5	I	R	M	
	39.6	I	R	R	M
	39.7	I	R	R	M
40.0 Resolution		I	R	M	
41.0 Nation's Responses to Needs					
	41.1	I	R	M	
	41.2	I	R	M	
	41.3			I	M
42.0 Long Range Cycles				I	M
43.0 Social Goals					
	43.1			I	M
G. DRUG/ALCOHOL EDUCATION					
44.0 Effects					
	44.1	I	R	R	M
	44.2	I	R	R	M
	44.3	I	R	R	M

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K-12 Social Studies Scope & Sequence

Instructional Goals	Four Intervals Throughout The Curriculum			
	K/3	4/6	7/9	10/12
45.0 Consequences				
45.1		I	M	
46.0 Use				
46.1	I	R	R	M
47.0 Peer Pressure				
47.1	I	R	M	
47.2	I	R	R	M
47.3	I	R	M	
48.0 Emotional Stress				
48.1	I	R	R	M
48.2			I	M
H. ECONOMICS				
49.0 Resources				
49.1			M	
49.2	I	R	M	
49.3		I	R	M
49.4	I	M		
50.0 Production				
50.1		I	R	M
50.2		I	R	M
50.3		I	R	M
50.4		I	R	M
50.5			I	M
50.6			I	M
51.0 Economic Terms	I	R	R	M
52.0 Economic Goals				
52.1	I	R	R	M
52.2			I	M
52.3			I	M
52.4			I	M
52.5			I	M
53.0 Market System				
53.1	I	R	M	
53.2			I	M
53.3	I	R	M	
53.4		I	M	
53.5		I	R	M
54.0 Econonomic Institution				
54.1	I	R	R	M
54.2	I	M		
54.3				M
54.4			I	M
54.5			I	M
54.6				M
54.7			I	M
55.0 Government Taxation				
55.1				M
55.2				M
55.3		I	R	M
55.4			I	M
55.5			I	M
55.6			I	M
55.7			I	M
56.0 Economic Development				
56.1		I	M	
56.2				M
56.3		I	R	M
56.4			I	M
56.5				I
57.0 Economic Phenomena				
57.1				I
57.2			I	M
57.3				I
58.0 Interdependence				
58.1			I	M
58.2			I	M
58.3			I	M
58.4		I	R	M
I. ENVIRONMENTAL EDUCATION				
59.0 Natural Resources				
59.1	I	M		
59.2			I	M
59.3		I	M	
59.4	I	R	R	M
59.5		M		
59.6		I	M	
59.7		I	R	M
59.8	I	R	M	
60.0 Ecologically Balanced Environment				
60.1		M		
60.2		I	R	M
60.3		I	R	M
60.4		I	R	M
60.5		I	R	M
61.0 Energy Use				
61.1	I	M		
61.2	I	R	M	
61.3	I	R	M	
61.4		I	M	
62.0 Conserve Resources				
62.1		I	R	M
62.2		I	R	M
62.3		I	R	M
62.4		I	R	M
63.0 Environental Decision-Making				
63.1	I	R	M	
63.2		I	R	M
63.3		I	R	M
63.4		I	R	M
63.5		I	R	M
63.6			I	M
64.0 Alternative Uses				
64.1	I	R	M	
64.2		I	R	M
J. GEORGRAPHY				
65.0 Analyze data				
65.1	I	R	M	
65.2		I	M	
65.3		I	R	M
65.4	I	M		
65.5	I	R	M	
66.0 Use of Environment				
66.1	I	R	M	
66.2	I	R	M	
66.3	I	R	M	
66.4		I	R	M
66.5		I	R	M
66.6			I	M
66.7		I	R	M
66.8			I	M

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	Four Intervals Throughout The Curriculum			
Instructional Goals	K/3	4/6	7/9	10/12
67.0 Identify Landscape				
67.1	I	M		
67.2			I	M
67.3		I	R	M
67.4		I	R	M
68.0 Population Patterns				
68.1	I	R	M	
68.2		I	M	
68.3		I	R	M
68.4		I	R	M
68.5		I	R	M
68.6		I	R	M
69.0 Natural Elements				
69.1	I	R	M	
69.2		I	M	
69.3	I	R	R	M
69.4		I	R	M
70.0 Forces which Divde or Unify				
70.1		I	R	M
70.2		I	R	M
70.3			I	M
70.4		I	M	
71.0 Change in Landscape				
71.1		I	M	
71.2			I	M
72.0 Georgraphic Issues				
72.1		I	M	
72.2		I	M	
72.3		I	M	
72.4		I	R	M
72.5		I	R	M
K. GOVERNMENT				
73.0 Consititution & Bill of Rights				
73.1		I	R	M
73.2		I	M	
73.3			I	M
73.4			I	M
74.0 Laws				
74.1		I	R	M
74.2		I	R	M
74.3			I	M
74.4			I	M
74.5	I	R	M	
74.6			I	M
74.7		I	R	M
74.8			I	M
75.0 Leader Selection				
75.1	I	R	R	M
75.2		I	M	
75.3			I	M
76.0 Forms of Government				
76.1			I	M
76.2				M
76.3				M
76.4			I	M
76.5		I	R	M
76.6		I	R	M
77.0 Political Concepts	I	R	R	M
78.0 Methods of Change			I	M

	Four Intervals Throughout The Curriculum			
Instructional Goals	K/3	4/6	7/9	10/12
79.0 Conflict				
79.1	I	R	M	
79.2		I	R	M
79.3			I	M
80.0 Evaluating Political Systems		I	R	M
American Gov. 81.0				
81.1			I	M
81.2		I	R	M
81.3		I	R	M
81.4		I	R	M
81.5		I	R	M
81.6		I	R	M
81.7		I	R	M
81.8	I	R	M	
82.0 Global Cooperation				
82.1			I	M
82.2			I	M
82.3		I	R	M
82.4		I	R	M
L. HISTORICAL & CULTURAL IMPACT ON RELIGION				
83.0 Freedom of Religion	I	R	R	M
84.0 Religion & Cluture				
84.1		I	R	M
84.2		I	R	M
84.3			I	M
85.0 Influence of Religion				
85.1		I	R	M
86.0 Religions, Compare and Contrast				
86.1		I	M	
86.2		I	R	M
86.3			I	M
M. MULTICULTURAL EDUCATION				
87.0 World Cultures				
87.1	I	M		
87.2		I	R	M
87.3		I	R	M
88.0 Understand Self				
88.1		I	R	M
89.0 Diversity of People		I	R	M
89.2		I	R	M
89.3		I	R	M
90.0 Ethnic Literacy				
90.1		I	R	M
90.2		I	R	M
90.3		I	R	M
90.4		I	R	M
91.0 Discrimination				
91.1		I	M	
91.2		I	R	M
91.3		I	R	M
91.4		I	R	M
92.0 Functioning in a Culture				
92.1	I	M		
92.2		I	R	M
92.3	I	R	M	
92.4		I	R	M

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K-12 Social Studies Scope & Sequence

Instructional Goals	Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
N. PSYCHOLOGY				
93.0 Psychology & Behavior				
93.1	I	R	R	M
93.2			I	M
93.3			I	M
93.4		I	R	M
93.5	I	R	M	
93.6			I	M
93.7			I	M
94.0 Key Concepts				
94.1				M
94.2				M
94.3				M
95.0 Self Concept				
95.1	I	R	M	
95.2		I	R	M
95.3		I	R	M
95.4	I	R	R	M
96.0 Diversity of People				
96.1	I	M		
96.2			I	M
96.3			I	M
96.4			I	M
96.5		I	R	M
96.6			I	M
96.7				M
97.0 Analyze Behavior				
97.1	I	R	R	M
97.2				M
97.3				M
98.0 Development of Psychology				
98.1				M
98.2				M
99.0 Developemental Psychology				
99.1				M
99.2				M
99.3				M
100.0 Human Development				
100.1				M
100.2				M
100.3		I	R	M
O. RIGHTS & RESPONSIBILITIES EDUCATION				
101.0 Self Concept				
101.1	I	R	R	R
101.2	I	R	R	R
101.3	I	R	R	R
101.4	I	R	R	R
102.0 Sterotypes				
102.1		I	M	
102.2	I	R	R	M
103.0 Equal Opportunity				
103.1		I	R	M
104.0 Discrimination				
104.1		I	R	M
104.2		I	R	R
105 Rights				
105.1		I	R	M
105.2		I	M	

Instructional Goals	Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
106.0 Cultural Contributions				
106.1		I	M	
106.2	I	M		
P. SOCIAL BEHAVIOR				
107.0 Analyze Values				
107.1	I	R	M	
107.2	I	R	R	R
107.3	I	R	R	M
107.4	I	R	R	M
108.0 Express Feelings				
108.1	I	R	R	R
108.2	I	R	R	R
108.3	I	R	R	R
109.0 Judgement of Beliefs				
109.1			I	M
109.2			I	M
110.0 Responsibility				
110.1	I	R	R	M
110.2	I	R	R	R
110.3	I	R	R	R
111.0 Alternatives				
111.1	I	R	M	
111.2	I	R	R	M
112.0 Values Terms		I	M	
113.0 Conflict				
113.1		I	M	
113.2		I	R	M
Q. SOCIOLOGY				
114.0 Family, the Basic Unit				
114.1	M			
114.2	I	M		
114.3	I	R	M	
114.4	I	M		
114.5		I	M	
114.6		I	M	
114.7		I	R	M
115.0 Elements of Culture				
115.1		I	R	M
115.2		I	M	
115.3	I	R	R	M
115.4			I	M
116.0 Culture Change				
116.1			I	M
116.2			I	M
116.3		I	R	M
116.4			I	M
117.0 Social Classes				
117.1	I	M		
117.2			I	M
117.3			I	M
117.4			I	M
118.0 Social Institutions				
118.1	I	R	M	
118.2	I	R	R	M
118.3		I	R	M
118.4			I	M
119.0 Behavior Inquiry		I	R	M

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TABLE A

K-12 Social Studies Scope & Sequence

Instructional Goals		Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
120.0 Resolve Conflict					
	120.1		I	R	M
	120.2			I	M
	120.3			I	M
121.0 Interdependence of Cultures					
	121.1		I	R	M
122.0 Coping with Traditions					
	122.1	I	R	R	M
	122.2		I	R	M
123.0 Population, Likes/Differences					
	123.1	I	R	M	
	123.2	I	R	M	
	123.3	I	R	M	
124.0 Social Problems					
	124.1			I	R
	124.2	I	R	R	M
125.0 Communication & Transportation					
	125.1	I	R	M	
	125.2	I	M		
	125.3	I	R	R	M
	125.4	I	R	R	R
	125.5			I	M
R. SOUTH DAKOTA STUDIES					
126.0 Development					
	126.1		I	M	
	126.2		I	M	
	126.3		I	M	
	126.4		I	R	M
	126.5		I	R	M
	126.6		I	R	M
	126.7		I	R	M
127.0 Multi Ethnic					
	127.1		I	M	
	127.2			I	M
	127.3		I	R	M
	127.4		I	R	M
128.0 Local Contributions					
	128.1		I	R	M
	128.2		I	R	M
	128.3		I	R	M
129.0 Problems					
	129.1		I	R	M
	129.2			I	M
	129.3			I	M
130.0 Participation in Government					
	130.1			I	M
	130.2			I	M
	130.2			I	M

Instructional Goals		Four Intervals Throughout The Curriculum K/3	4/6	7/9	10/12
S. WORLD & AMERICAN HISTORY					
131.0 Examine Data					
	131.1		I	R	M
	131.2		I	M	
	131.3		I	R	M
	131.4		I	R	M
	131.5		I	R	M
	131.6		I	R	M
	131.7		I	M	
132.0 Historical Bias					
	132.1		I	R	M
	132.2		I	R	M
133.0 Learn from Past					
	133.1		I	R	M
	133.2			I	M
134.0 Interrelated Events					
	134.1		I	R	M
	134.2		I	R	M
	134.3			I	R
	134.4			I	M
	134.5			I	M
135.0 Universal History					
	135.1		I	M	
	135.2	I	R	M	
	135.3			I	M
	135.4		I	M	
136.0 Cause/Effect					
	136.1	I	M		
	136.2		I	R	M
	136.3		I	R	M
137.0 Time-Location					
	137.1	I	R	M	
	137.2		I	R	M
	137.3				M
138.0 Historical Concepts					
	138.1		I	R	M
139.0 Facts					
	139.1		I	R	M
	139.2			I	M
	139.3		I	R	M
	139.4			I	M
	139.5		I	R	M
	139.6		I	R	M
	139.7			I	M
	139.8		I	R	M
	139.9		I	R	M
140.0 Development of World			I	R	M
141.0 Relationship					
	141.1		I	R	M
	141.2		I	R	M

TABLE B

CURRICULUM OVERVIEW FOR THE KINDERGARTEN THROUGH THIRD GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
A. American Indian Ed.	1.6,4.1,4.2,4.3, 4.4		
B. Anthropology	6.1,6.2,6.3,6.5 6.6,7.2,9.1,9.2, 9.3,9.4,9.5		
C. Career Education	11.3,12.1,12.2, 12.5,16.1,16.2		
D. Citizenship	18.2,18.3,18.6, 18.7,18.8,21.5, 22.2,23.4,24.2		
E. Consumer Education	26.1,27.1,27.2, 31.1		
F. Contempary Issues	34.2,34.5,35.1, 35.2,36.1,36.2, 36.3,37.1,37.2, 37.3,39.1,39.2, 39.3,39.5,39.6, 39.7,40.0,41.1, 41.2		
G. Drug/Alcohol Education	44.1,44.2,44.3, 46.1,47.1,47.2, 47.3,48.1		
H. Economics	49.2,49.4,51.0, 52.1,53.1,53.3, 54.1,54.2		
I. Environmental Education	59.1,59.4,59.8, 61.1,61.2,61.3, 63.1,64.1		
J. Geography	65.1,65.4,65.5, 66.1,66.2,66.3, 67.1,68.1,69.1, 69.3		
K. Government	74.5,75.1,77.0, 79.1,81.8		
L. Historical & Cultural Impact of Religion	83.0		
M. Multicultural Education	87.1,92.1,92.3		

TABLE B

CURRICULUM OVERVIEW FOR THE KINDERGARTEN THROUGH THIRD GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
N. Psychology	93.1,93.5,95.1, 95.4,96.1,97.1		
O. Rights & Responsibilities Education	101.1,101.2,101.3, 101.4,102.2,106.2		
P. Social Behavior	107.1,107.2,107.3, 107.4,108.1,108.2, 108.3,110.1,110.2, 110.3,111.1,111.2,		
Q. Sociology	114.2,114.3,114.4, 115.3,117.1,118.1, 118.2,122.1,123.1, 123.2,123.3,124.2, 125.1,125.2,125.3, 125.4		114.1
R. South Dakota Studies			
S. World & American History	135.2,136.1,137.1		

TABLE C

CURRICULUM OVERVIEW FOR THE FOURTH THROUGH SIXTH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
A. American Indian Education	1.1,1.2,1.3,1.4, 1.5,1.7,2.1,2.2, 3.1,3.2,3.3,3.4, 3.5,3.6,4.5	4.1,4.2,4.4	1.6,4.3
B. Anthropology	5.1,5.2,5.3,6.4, 6.7,6.8,6.9,7.1, 7.3,8.1,8.2,10.1, 10.2	6.3,6.5,6.6,7.2 9.4,9.5	6.1,6.2,9.1,9.2 9.3
C. Career Education	11.1,11.2,11.4, 12.4,13.1,14.1 14.2,14.3,15.2, 15.3	11.3,12.1,12.2, 12.5,16.1,16.2	
D. Citizenship	18.1,18.4,18.5, 19.1,20.1,20.2, 21.1,21.2,21.3, 21.4,23.1,24.1, 25.3	18.2,18.3,18.6, 18.7,18.8,21.5, 22.2,23.4	24.2
E. Consumer Education	26.2,27.3,27.4, 27.5,27.6,27.7, 28.1,28.2,28.3, 28.5,29.1,29.2, 30.7,31.3,31.4, 33.1,33.5	26.1,31.1	27.1,27.2
F. Contempory Issues	34.1,34.3,34.4, 34.6,35.3,35.4, 35,10,36.4,38.1, 38.4,38.5,38.7, 39.4	34.2,34.5,35.1, 35.2,36.1,36.2, 36.3,37.2,37.3 39.1,39.2,39.3, 39.6,39.7,40.0, 41.1,41.2	37.1
G. Drug/Alcohol Education	45.1	44.1,44.2,44.3 46.1,47.1,47.2, 47.3,48.1	
H. Economics	49.3,50.1,50.2, 50.3,50.4,53.4, 53.5,55.3,56.1, 56.3,58.4	49.2,51.0,52.1, 53.1,53.3,54.1	49.4,54.2
I. Environmental Education	59.3,59.6,59.7 60.2,60.3,60.4, 60.5,61.4,62.1, 62.2,62.3,62.4, 63.2,63.3,63.4, 63.5,64.2	59.4,59.8,61.2 61.3,63.1,64.1	59.1,59.5,60.1, 61.1

TABLE C

CURRICULUM OVERVIEW FOR THE FOURTH THROUGH SIXTH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
J. Geography	65.2,65.3,66.4 66.5,66.7,67.3, 67.4,68.2,68.3, 68.4,68.5,68.6, 69.2,69.4,70.1, 70.2,70.4,71.1, 72.1,72.2,72.2, 72.3,72.4,72.5	65.1,65.5,66.1 66.2,66.3,68.1 69.1,69.3	65.4,67.1
K. Government	73.1,73.2,74.1, 74.2,74.7,75.2, 76.5,76.6,79.2, 80.0,81.2,81.3, 81.4,81.5,81.6, 81.7,82.3,82.4	74.5,75.1,77.0, 79.1,81.8	
L. Historical & Cultural Impact	84.1,84.2,85.1, 86.1,86.2	83.0	
M. Multicultural Education	87.2,87.3,88.1, 89.1,89.2,89.3, 90.1,90.2,90.3, 90.4,91.1,91.2, 91.3,91.4,92.2, 92.4	92.3	87.1,92.1
N. Psychology	93.4,95.2,95.3, 96.5,100.3	93.1,93.5,95.1 95.4,97.1	96.1
O. Rights & Responsibilities Education	102.1,103.1,104.1, 104.2,105.1,105.2, 106.1	101.1,101.2, 101.3,101.4, 102.2	106.2
P. Social Behavior	112.0,113.1, 113.2	107.1,107.2, 107.3,107.4, 108.1,108.2, 108.3,110.1, 110.2,110.3, 111.1,111.2	
Q. Sociology	114.5,114.6, 114.7,115.1, 115.2,116.3, 118.3,119.0, 120.1,121.1, 122.2	114.3,115.3, 118.1,118.2, 122.1,123.1 123.2,123.3, 124.2,125.1, 125.3,125.4	114.2,114.4, 117.1,125.2

TABLE C

CURRICULUM OVERVIEW FOR THE FOURTH THROUGH SIXTH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
R. South Dakota Studies	126.1,126.2, 126.3,126.4, 126.5,126.6, 126.7,127.1, 127.3,127.4, 128.1,128.2, 128.3,129.1		
S. World & American History	131.1,131.2, 131.3,131.4, 131.5,131.6, 131.7,132.1, 132.2,133.1, 134.1,134.2, 135.1,135.4, 136.2,136.3, 137.2,138.1, 139.1,139.3, 139.5,139.6, 139.8,139.9, 140.0,141.1, 141.2	135.2,137.1,	136.1

TABLE D

CURRICULUM OVERVIEW FOR THE SEVENTH THROUGH NINTH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
A. American Indian	1.8,1.9,2.3,2.4, 3.7	1.1,1.2,1.3,1.4, 1.7,2.1,2.2,3.2, 3.3,3.4,3.5,3.6, 4.5	1.5,3.1,4.1,4.2, 4.4
B. Anthropology	8.3	5.1,5.2,5.3,6.7, 6.8,6.9,7.1,7.3, 8.1,8.2,9.4,10.1, 10.2	6.3,6.4,6.5,6.6 7.2,9.5
C. Career Education	12.3,15.1,15.4, 17.1,17.2,17.3, 17.4,	11.1,11.2,11.3, 11.4,12.1,12.4, 12.5,13.1,14.1, 14.2,14.3,15.3,	12.2,15.2,16.1, 16.2
D. Citizenship	19.2,20.3,21.6 22.1,23.2,23.3, 24.3,24.4,24.5, 25.1,25.2,25.4	18.1,18.2,18.4 18.5,18.6,18.7, 18.8,19.1,20.1, 20.2,21.1,21.2, 21.3,21.4,22.2, 23.1,24.1,25.3	18.3,21.5,23.4
E. Consumer Education	28.4,28.6,29.5 29.6,30.1,30.2, 30.3,30.4,30.5, 31.2,31,5,32.0, 33.2,33.3,33.4, 33.6	26.1,26.2,27.3, 27.4,27.5,27.6 27.7,28.1,28.3, 28.5,29.2,30.7, 31.1,31.3,31.4, 33.1,33.5	28.2,29.1
F. Contempary Issues	34.7,35.5,35.6, 35.9,37.4,38.2, 38.3,38.6,41.3, 43.1,42.0	34.1,34.2,34.3 34.4,34.6,35.3, 35.10,36.2,36.3, 36.4,37.2,38.1, 38.4,38.5,38.7, 39.4,39.6,39.7	34.5,35.1,35.2, 35.4,36.1,37.3 38.2,38.3,39.1, 39.2,39.3,39.5, 40.0,41.1,41.2
G. Drug/Alcohol Education	48.2	44.1,44.2,44.3 46.1,47.2,48.1	45.1,47.1,47.3
H. Economics	50.5,50.6,52.2, 52.3,52.4,52.5, 53.2,54.4,54.5, 54.7,55.4,55.5, 55.6,55.7,56.4, 57.2,58.2,58.3	49.3,50.1,50.2, 50.3,50.4,51.0, 52.1,53.5,54.1, 55.3,56.3,58.4	49.1,49.2,53.1, 53.4,56.1

TABLE D

CURRICULUM OVERVIEW FOR THE SEVENTH THROUGH NINTH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
I. Environmental	59.2,63.6	59.4,59.7,60.2, 60.3,60.4,60.5, 62.1,62.2,62.3, 62.4,63.2,63.3, 63.4,63.5,64.2	59.3,59.6,59.8, 61.2,61.3,61.4, 63.1,64.1
J. Geography	66.6,66.8,67.2, 70.3,71.2	65.3,66.4,66.5 66.7,67.3,67.4, 68.3,68.4,68.5, 68.6,69.3,69.4, 70.1,70.2,71.2, 72.4,72.5	65.1,65.2,65.5 66.1,66.2,66.3 68.1,68.2,69.2, 69.1,69.2,70.4, 71.1,72.1,72.2, 72.3
K. Government	73.3,73.4,74.3, 74.4,74.6,74.8, 75.3,76.1,76.4, 78.0,79.3,81.1, 82.1,82.2	73.1,74.1,74.2, 74.7,75.1,76.5, 76.6,77.0,79.2, 80.0,81.2,81.3, 81.4,81.5,81.6, 81.7,82.3,82.4	73.2,74.5,75.2, 79.1,81.8
L. Historical & Cultural Impact of Religion	84.3,86.3,	83.0,84.1,84.2 85.1,86.2	86.1
M. Multicultural Education		87.2,87.3,88.1 89.1,89.2,89.3, 90.1,90.2,90.3, 90.4,91.2,91.3, 91.4,92.2,92.4	91.1,92.3
N. Psycyology	93.2,93.3,93.6 93.7,96.2,96.3 96.4,96.6,	93.1,93.4,95.2 95.3,95.4,96.5, 97.1,100.3	93.5,95.1
O. Rights & Responsibilities Education		101.1,101.2, 101.3,101.4 102.2,103.1, 104.1,104.2 105.1	102.1,105.2, 106.1
P. Social Behavior	109.1,109.2	107.2,107.3 107.4,108.1 108.2,108.3 110.1,110.2, 110.3,111.2, 113.2	107.1,111.1, 112.0,113.1
Q. Sociology	115.4,116.1 116.2,116.4, 117.2,117.3,	114.7,115.1 115.3,116.3, 118.2,118.3,	114.3,114.5, 114.6,115.2 118.1,123.1,

TABLE D

CURRICULUM OVERVIEW FOR THE SEVENTH THROUGH NINTH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
	117.4,118.4, 120.2,120.3, 124.1,125.5	119.0,120.1, 121.1,122.1, 122.2,124.2, 125.3,125.4	123.2,123.3, 125.1
R. South Dakota Studies	127.2,129.2, 129.3,130.1 130.2,130.3	126.4,126.5 126.6,126.7, 127.3,127.4, 128.1,128.2, 128.3,129.1	126.1,126.2, 126.3,127.1, 127.3,127.4,
S. World & American	131.7,133.2, 134.3,134.4, 135.3,139.2, 139.4,139.7,	131.1,131.3, 131.4,131.5, 131.6,132.1, 132.2,133.1, 134.1,134.2, 136.2,136.3, 137.2,138.1, 139.1,139.3, 139.5,139.6, 139.8,139.9, 140.0,141.1, 141.2	131.2,131.7, 135.1,135.2, 135.4,137.1

TABLE E

CURRICULUM OVERVIEW FOR THE TENTH THROUGH TWELVETH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
A. American Indian Education			1.1,1.2,1.3,1.4, 1.7,1.8,1.9,2.1, 2.2,2.3,2.4,3.2, 3.3,3.4,3.5,3.6, 3.7,4.5,
B. Anthropology			5.1,5.2,5.3,6.7 6.8,6.9,7.1,7.3, 8.1,8.2,8.3,9.4, 10.1,10.2
C. Career Education			11.1,11.2,11.3, 11.4,12.1,12.3, 12.4.12.5,13.1, 14.1,14.2,14.3, 15.1,15.3,15.4, 17.1,17.2,17.3, 17.4,
D. Citizenship			18.1,18.2,18.4, 18.5,18.6,18.7, 18.8,19.1,19.2, 20.1,20.2,20.3, 21.1,21.2,21.3, 21.4,21.6,22.1, 22.2,23.1,23.2, 23.3,24.1,24.3, 24.4,24,5,25.1, 25.2,25.3,25.4
E. Consumer Education	30.6		26.1,26.2,27.3, 27.4,27.5,27.6, 27.7,28.1,28.3, 28.4,28.5,28.6, 29.2,29.3,29.4, 29.5,29.6,30.1, 30.2,30.3,30.4, 30.5,30.7,31.1, 31.2,31.3,31.4, 31.5,32.0,33.1, 33.2,33.3,33.4, 33.5,33.6
F. Contempary Issues		37.2	34.1,34.2,34.3, 34.4,34.6,34.7, 35.3,35.5,35.6, 35.7,35.8,35.9, 35.10,36.2,36.3, 36.4,37.4,38.1,

TABLE E

CURRICULUM OVERVIEW FOR THE TENTH THROUGH TWELVETH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
			38.2,38.3,38.4,38.5,38.6,38.7,39.4,39.6,39.7,41.3,42.0,43.1
G. Drug/Alcohol Education			44.1,44.2,44.3,46.1,47.2,48.1,48.2
H. Economics	56.5,57.1,57.3		49.3,50.1,50.2,50.3,50.4,50.5,50.6,51.0,52.1,52.2,52.3,52.4,52.5,53.2,53.5,54.,54.3,54.4,5.5,54.6,54.7,55.1,55.2,55.3,55.4,55.5,55.6,55.7,56.2,56.3,56.4,57.2,58.1,58.2,58.3,58.4
I. Environmental Education			59.2,59.4,59.7,60.2,60.3,60.4,60.5,62.1,62.2,62.3,62.4,63.1,63.2,63.3,63.4,63.5,63.6,64.2
J. Geography			65.3,66.4,66.5,66.6,66.7,66.8,67.2,67.3,67.4,68.3,68.4,68.5,68.6,69.3,69.4,70.1,70.2,70.3,71.2,72.4,72.5
K. Government			73.1,73.3,73.4,74.1,74.2,74.3 74.4,74.6,74.7,74.8,75.1,75.3,76.1,76.2,76.3,76.4,76.5,76.6,77.0,78.0,79.2,79.3,80.0.81.1,81.2,81.3,81.4,81.5,81.6,81.7,82.1,82.2,82.3,82.4,

TABLE E

CURRICULUM OVERVIEW FOR THE TENTH THROUGH TWELVETH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
L. Historical & Cultural Impact of Religion			83.0,84.1,84.2, 84.3,85.1,86.2, 86.3
M. Multicultural Education			87.2,87.3,88.1, 89.1,89.2,89.3, 90.1,90.2,90.3, 90.4,91.2,91.3, 91.4,92.2,92.4,
N. Psychology			93.1,93.2,93.3, 93.4,93.6,93.7, 94.1,94.2,94.3, 95.2,95.3,95.4, 96.2,96.3,96.4, 96.5,96.6,96.7, 97.1,97.2,97.3, 98.1,98.2,99.1, 99.2,99.3,100.1, 100,2,100.3
O. Rights & Responsibilities Education		101.1,101.2, 101.3,101.4, 104.2	102.2,103.1, 104.1,105.1,
P. Social Behavior		107.2,108.1, 108.2,108.3, 110.2,110.3,	107.3,107.4, 109.1,109.2, 110.1,111.2, 113.2 113.2
Q. Sociology		124.1,125.4	114.7,115.1, 115.3,115.4, 116.1,116.2, 116.3,116.4, 117.2,117.3, 117.4,118.2, 118.3,118.4, 119.0,120.1, 120.2,120.3, 121.1,122.1, 122.2,124.2, 125.3,125.5
R. South Dakota Studies			126.4,126.5, 126.6,126.7, 127.2,127.3, 127.4,128.1, 128.2,128.3, 129.1,129.2,

TABLE E

CURRICULUM OVERVIEW FOR THE TENTH THROUGH TWELVETH GRADE LEVEL

Instructional Goals	Introduce	Reinforce	Master
			129.3,130.1, 130.2,130.3
S. World & American History		134.3	131.1,131.3, 131.4,131.5, 131.6,132.1, 132.2,133.1, 133.2,134.1, 134.2,134.4, 134.5,135.3, 136.2,136.3, 137.2,137.3, 138.1,139.1, 139.2,139.3, 139.4,139.5, 139.6,139.7, 139.8,139.9, 140.0,141.1, 141.2

SECTION FOUR
PROBLEM SOLVING AND CRITICAL THINKING SKILLS INTEGRATED THROUGHOUT THE CURRICULUM

Information in this Section is based upon a need identified by the state-wide Social Studies Task Force to address skills that are integrated throughout the Social Studies and the entire curriculum. Earlier preliminary work by the Office of Curriculum and Instruction is included in this Section. The problem solving and critical thinking skills included will serve as examples of generic educational outcomes needed in preparing students to meet the ever increasing challenge of the future. This overview from the Office of Curriculum and Instruction was developed from sources too numerous to list out; however, the following are cited for their particular contributions: Association for Supervision and Curriculum Development; Blooms Taxonomy; Office of Curriculum and Instruction (Right-to-Read and Basic Skills Task Forces and Internal Staff Development); ITV Series: Essential Learning Skills; Kohlberg (Levels of Moral Development); Library-Media, Division of Elementary and Secondary Education (Locational-Reference Skills); Piaget (Developmental Stages); Raths (Values); Virginia State Department of Education.

These problem solving and critical thinking skills are presented as a point-of-departure. They are in an initial state of development and input from the local schools will be necessary for further development. It is believed that work in even this initial state of development will be helpful to individuals and to local school districts.

1. RATIONAL THINKING PROCESSES

A. OBSERVING: The student uses all senses in the identification of objects and their properties, changes in properties, controlled observations, and ordering of a series of observations.

B. CLASSIFYING: The student classifies objects, actions, and phenomena.

C. MEASURING: The student demonstrates the ability to use standard units of measurement in determining length, area, volume, weight, and temperature.

D. COLLECTING AND ORGANIZING DATA: The student collects and organizes information pertaining to a problem, communicates it verbally or graphically, and presents this data in such a way that trends can be analyzed.

E. INFERRING: The student makes inferences and suggests explanations, reasons, or causes for events which have occurred.

F. PREDICTING: The student predicts the result of a trend in data using inference, extrapolation, or interpolation.

G. IDENTIFYING AND CONTROLLING VARIABLES: The student identifies the independent and dependent variables in experiments (problems); describes how they are controlled and interrelated; and identifies that correlation is not causation.

H. HYPOTHESIZING: The student identifies questions or problems that can be tested.

I. EXPERIMENTING: The student makes use of all rational thinking processes cited above by designing and conducting a scientific (planned research) investigation and reporting its results.

2. COMPREHENSION OF WRITTEN MATERIAL

The student:

A. CATEGORIZES

B. SELECTS SCHEMATA

C. DETERMINES PURPOSE

D. CONSTRUCTS MEANING

1. Predicts and Confirms
2. Combines and Uses Contexts
3. Uses Regressing and Reintegrating
4. Infers
5. Tests the Meaning Schema

3. BROAD PROBLEM SOLVING STEPS

The student:

A. IDENTIFIES PROBLEM: clearly identities the problem; the situation to which a solution is to be sought.

B. CONSIDERS ALTERNATIVES: Generates various conditions of the problem (situation) and potential alternative solutions.

C. SELECTS ALTERNATIVES: After consideration of advantages and disadvantages, the most promising solution is selected (uses force-field analysis).

D. IMPLEMENTS THE PLAN: Approaches the solution in a planned manner.

E. EVALUATES AND ADAPTS PLAN: Decides how effective the approach is and makes adjustments as needed.

4. GENERATING ALTERNATIVES: The student uses "blockbusting" (looking at a problem in new and different ways); "brainstorming" (exploring the problem in an open group process); and evaluates alternatives by predicting their consequences.

5. USING CRITERIA: The student builds on the "Alternatives" by introducing criteria as points of comparison by which to evaluate alternatives.

6. ESTIMATING AND APPROXIMATING: The student develops the usefullness of these processes in solving problems and provides guidelines for deciding

how accurate a particular estimate or measurement needs to be to be appropriate.

7. GETTING AND GIVING MEANING: The student treats written and oral communication as the process of sharing information or of sending and received meaning.

8. ORAL AND WRITTEN INFORMATION PROCESSING: The student processes information from the collection stage through organizing and presenting stages.

    A. COLLECTING INFORMATION: The student uses three steps for finding information to solve a problem: decide what information is needed, select the most appropriate sources, and gather information into an accurate record.

    B. CLASSIFICATION AND SERIATION: The student uses these ways of organizing information (for example, in an outline by identifying similarities or differences and grouping accordingly).

    C. FINDING PATTERNS: The student approaches this basic reasoning process through many disciplines (for example, in Social Studies students might find patterns in the social behavior of a specific group of people by observing, interviewing, or taking surveys).

    D. CREATING SEQUENCES: The student focuses on organizing the activities and information in order to accomplish a purpose.

    E. RESHAPING INFORMATION: The student changes information into more understandable and useful forms (such as symbols, signs, summaries, models, graphs, charts, and maps).

    F. JUDGING INFORMATION: The student evaluates information by its relevance, completeness, accuracy, and reliability.

    G. COMMUNICATING EFFECTIVELY: The student completes the information processing steps of collecting, organizing and outlining by presenting the results in oral and/or written form.

9. CURIOSITY AND INTEREST: The student explores the real world through a variety of creative ways, in order to determine the significance of changes in living and nonliving things.

10. INITIATIVE AND INVENTIVENESS: The student explores and investigates a variety of situations and problems that lead to discoveries.

11. OBSERVATION AND RECORD KEEPING: Through direct inquiry and study, the student communicates findings in written, oral, and visual ways utilizing observations and record keeping.

12. COGNITIVE DEVELOPMENT: The student experiences learning opportunities in a planned manner through the use of such models as Bloom's Taxonomy.

    A. KNOWLEDGE LEVEL

B. COMPREHENSION LEVEL

C. APPLICATION LEVEL

D. ANALYSIS LEVEL

E. SYNTHESIS LEVEL

F. EVALUATION LEVEL (judgements in terms of evidence)

13. GROUP PROCESSES:

The student:

A. Attemps new learning experiences (risks), choices, challenges, exploration, etc.
B. Reaches for personal adequacy.
C. Is comfortable in a multicultural society.
D. Participates in shared decision making.
E. Develops personal values, respect for the dignity and worth of individual.
F. Develops concern for others.
G. Participates in conflict resolution through appropriate approaches.
H. Restates and summarizes during discussion.
I. Builds upon previous statements of others during discussion.
J. Acknowledges the value for the contributions of others.
K. Asks pertinent questions.
L. States possible alternatives.
M. Clarifies and requests clarification.
N. Expresses and draws out differing (minority) views.

14. AFFECTIVE DEVELOPMENT:

The student:

A. Importance: Recognizes and identifies the importance of the development of values and attitudes as related to (1) Acceptance, (2) Preference, and (3) Commitment (Raths) in self and others.

B. Stages of Development: Recognizes and identifies various stages of development in self and others: (1) Preconventional Level of a punishment and obedience stage and a reasoning stage that can include fairness that is not based upon justice: (2) Conventional Level of an outside approval stage and a social authority stage; (3) Level of Principles based upon a more concrete social and legal stage and based upon a more abstract internalized principles stage (Kohlberg).

15. LOCATIONAL - REFERENCE DEVELOPMENT

The student:

A. Makes, interprets, and compares maps and globes.
B. Identities and uses directions: cardinal, intermediate, compass, longitude and latitude, meridians and parallels.

C. Identifies and locates places, land masses, bodies of water, regional conditions while recognizing projection distortions on maps and globes.
D. Uses estimates and measures of distance.
E. Uses symbols (color, legend, contour, etc.).
F. Organizes, analyzes, synthesizes, and evaluates map, globe, chart, and graph data.
G. Designs and uses time and date data (sequence, time-lines, calendars, time zones, B.C./A.D., etc.).
H. Follows oral and written directions.
I. Locates information.
J. Uses various resource materials (dictionary, encyclopedia, thesaurus, etc.).
K. Uses human resources.
L. Defines and uses technical terms in an appropriate way.
M. Uses critical thinking in organizing, reporting, and evaluating data for written and oral purposes.

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SECTION FIVE

PART ONE: STEPS IN CURRICULUM DEVELOPMENT AND RESEARCH

What you always wanted to know about curriculum development and were afraid to ask.

This Section is included in response to the need identified by the statewide Social Studies Task Force for steps to use in curriculum development. The information is an adapted reprint of an earlier curriculum booklet developed by Joyce Levin and revised in 1980 (Comprehensive Planning for Curriculum Development). The approach uses key questions and guidelines for answering the questions so that local needs are reflected. These questions and guidelines are organized around the following steps:

One: Identify Goals, Objectives, Outcomes
Two: Conduct Needs Assessment
Three: Identify Priority Needs
Four: Develop A Curriculum Plan
Five: Implement and Evaluate
Six: Revise and Redesign or Select New Priorities

INTRODUCTION

This Section could be sub-titled, "What You've Always Wanted To Know About Curriculum Development But Were Afraid To Ask". Curriculum development has seemed to be evasive and understood only by curriculum theorists and futurists. This Section is an attempt to disapprove the evasiveness and to provide an overview for curriculum development. Since curriculum development holds great potential to impact education in South Dakota, it is hoped that this overview will assist local school people in being responsive to their local needs.

At the very heart of curriculum development is the learner. Since societal demands, expectations, and influences of the learner grow, curriculum development is a _positive_ growth process. It is not based upon a deficit model where schools wait until criticism forces curriculum change; it is based upon a proactive growth model. This proactive approach provides the basis for an important public relations strategy.

The curriculum development steps, as presented here, are developed around key questions and guidelines that appear to be crucial. The steps, key questions, and guidelines are not totally self-explanatory. It is recommended that awareness and application of these steps be developed through inservice and staff development. Curriculum and Instruction staff members in DESE will provide on-going consultative assistance for teachers, administrators, and local curriculum task forces as they implement steps in curriculum development. These steps can be used for comprehensive curriculum development that includes the total curriculum program for students, and the processes are applicable to any one area of the curriculum (depending upon the need of the local school).

The second part of this Section includes a brief overview of three research studies that may be helpful as local school people engage in curriculum development. These research studies focus on (1) Eight Years of Research of

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Effective Schools, 1981, (2) Inservice and Staff Development Levels of Development, 1980, (3) Burnout and Teachers, 1981. Each of these studies relates directly to the steps in curriculum development presented in the first part of this Section.

Curriculum and Instruction staff members in DESE (see Appendix A) can offer you consultative assistance and make resources available to you so that you will save time and energy and direct your efforts toward local decisions and implementation needs. Resource materials on goals and objectives are available through Curriculum and Instruction staff members. Such goals and objectives can serve as a valuable starting point for local schools to adapt and validate for local use. The Office of Curriculum and Instruction has many special focus guides available plus comprehensive South Dakota curriculum guides are available in Language Arts (1978), Reading (1978), Science Framework (1980) with a scope and sequence guide projected for dissemination in 11/81, Mathematics (1981), and this current Social Studies Guide (1981).

STEP ONE: IDENTIFY GOALS, OBJECTIVES, OUTCOMES

Where do we want to go in K-12 curriculum development?

	KEY QUESTIONS TO ASK	GUIDELINES/PRINCIPLES FOR LOCAL DECISIONS
1.1	How do you organize to get started?	A. A Coordinator (Director or Facilitator) is needed. B. A Task Force or Steering Committee is needed. C. An Advisory Council may also be needed, or B and C can be combined.
1.2	Who participates in determining the goals/objectives?	D. Include representatives of the groups people most affected. E. Consider the importance of ownership and resulting commitment.
1.3	What _ideally_ is desired and is realistic for the learner (comparison of the real and the ideal)?	F. Base goals, objectives, outcomes on your philosophy of education. G. Be learner-centered (based upon learner needs). H. Identify the ideal (the excellence) and then plan toward that ideal.

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*Appendix A: Curriculum and Instruction Staff and Responsibilities

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1.4*	How do we determine the goals, objectives, outcomes?	I. Build upon existing materials and lists of statements (DESE Office of Curriculum and Instruction, Professional Assoc., publishers, etc.).
		J. Adapt and validate with broad-based input. Review for a balance of cognitive, affective, and applicational aspects.
1.5	How do we reach consensus?	K. Do not require one hundred per cent agreement.
		L. Do arrange so that various points of view are heard.
		M. Do develop a degree of support that prevents plans from being sabotaged.
1.6	How do we share the goals, objectives, outcomes?	N. Be proactive (will be a great public relations advantage).
		O. Use a variety of techniques, both formal and informal.
1.7*	What other expertise do we need in identifying goals and objectives?	P. Use available consultative assistance within district, other districts, Higher Education, DESE Office of Curriculum and Instruction, etc.).
1.8	What size should the local Task Force or Steering Committee be for the curriculum development?	Q. If there is a comprehensive Advisory Council, it can be larger in order to have the representation needed.
		R. A working Task Force that will actually design and develop curriculum should be small enough to facilitate meeting schedules and work loads. (10-18 people)
		S. Representation should include key groups of people in a balanced way that does not overload the group with any one area, i.e., 2-3 Board and other community members, 2-3 elementary, secondary, central office Administrators, and 2-3 elementary, secondary and special program teachers, and a curriculum person if the district has a person with these responsibilities.

STEP TWO: NEEDS ASSESSMENT

Where are we in relationship to where we want to go?

2.1	What kinds of information are needed?	A. Identify indicators of what is (the real).
		B. Identify indicators of what ought to be; where you want to go in relation to the ideal.
2.2	What kind of information (indicators) will be used?	C. Consider a variety.
		D. Include perceptions and records/ documentation.
2.3	From whom?	E. Include input from a variety of people who will be most affected by the curriculum development.
		F. Include the total population (if small enough) or representatives.
2.4	How do we get the assessment information?	G. Consider a combination of data collection techniques.
		H. Consider Third Party (External) data collection.
2.5	What other expertise do we need in assessing where we are and where we want to go?	I. Use available consultative assistance and arrange inservice and staff development experiences.

STEP THREE: IDENTIFYING PRIORITY NEEDS

How Do We Make Sense Out of The Assessment Information?

3.1	How can the needs assessment information be used for decision making?	A. Summarize the information according to: (1) high agreement objectives (2) Dispersed information with little agreement.
		B. Remember to use learner-centered education as criteria for decisions.
		C. Compare what is (the real) with what is wanted (the ideal). This comparison may be reported in terms of the difference between real and ideal. Priorities will be those where there is the greatest difference between the real and the ideal. (See Sample (Needs Assessment).

NEEDS ASSESSMENT EXAMPLE

There is currently a needs assessment instrument available from the Office of Curriculum and Instruction to accompany the Language Arts Curriculum Guide. Future projections include the development of a Social Studies Needs Assessment Instrument. An example of what the needs assessment might be like is as follows:

Please Circle 1 In Each Column

INSTRUCTIONAL GOALS	WHERE ARE WE?					WHERE DO WE WANT TO GO?					DO NOT MARK. FOR SUMMARY ONLY.
	1 Beginning Achievement	2	3	4 Advanced Achievement	5	1 Beginning Achievement	2	3	4 Advanced Achievement	5	
AREA: CITIZENSHIP, K-12											
The student:											
18.0 Demonstrates a commitment to democratic principles through understanding and participating in the democratic process.											
18.1 Identifies characteristics of a democracy.	1	2	3	4	5	1	2	3	4	5	
18.2 Identififies rights, responsibilities, and duties of citizenship.	1	2	3	4	5	1	2	3	4	5	
18.3 Applies democratic procedures when working in groups.	1	2	3	4	5	1	2	3	4	5	
18.4 Recognizes the importance of citizen participation in the democratic process.	1	2	3	4	5	1	2	3	4	5	
18.5 Participates in simulated or student government voting process.	1	2	3	4	5	1	2	3	4	5	
18.6 Practices ethical and lawful behavior.	1	2	3	4	5	1	2	3	4	5	
18.7 Encourages ethical and lawful behavior in others.	1	2	3	4	5	1	2	3	4	5	
18.8 Participates in school, local, state, and national governmental processes.	1	2	3	4	5	1	2	3	4	5	

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3.2 Who participates in identifying the priority needs?	D. The Director (Coordinator/Facilitator) and the representative Task Force (Steering Committee) with input from the Advisory Council, if there is one.
3.3 How do we share information on priority needs?	E. Be proactive (remember your PR).
	F. Highlight that the information for the needs assessment process will serve as the basis for program planning and implementation. That is, stress that the information will be used.
3.4 What other expertise do we need in identifying priority needs?	G. Use available consultative assistance and arrange inservice and staff development experiences.

STEP FOUR: DEVELOP A CURRICULUM PLAN

How do we increase the likelihood of implementation impact (plan so that it will make a difference)?

4.1 How do we determine which needs will become short/intermediate objectives and which will become long-range/future projections?	A. A comprehensive needs assessment will result in more needs being identified than can realistically be addressed at once.
	B. Identify a realistic number and combination of objectives for: Short/intermediate objectives: 1-3 years Long-range/Future objectives: 3-5 years & 5-10 years
	C. A major curriculum improvement requires a minimum of 3-5 years before the improvement is significantly implemented, but there are objectives that can be implemented in 1, 2, and 3 years.
	D. Group the objectives (items) according to the level of accomplishment already attained: Beginning Level 1), Average Implementation (Level 3), Excellent Implementation (Level 5).
	E. Determine which objectives at each level of accomplishment have the greatest difference between what is

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(actual accomplishment) and what is wanted (comparison of the real and the ideal). For example: On a five point scale the objective shows a Level 2 on the Real (accomplishment) and a Level 5 on the Ideal (what is wanted). The difference of 3 levels indicates a higher priority than a Real of 3 and an Ideal of 3.

F. Determine what resources (human, material, financial) can be used to accomplish each objective.

G. Determine the likelihood of accomplishing the objective in light of available resources. What are the positive and negative forces that will be operating (force-field analysis)?

H. Identify interrelated objectives which can be successfully approached only through efforts on a combination basis. That is, where a group of objectives must be implemented together because success of any one objective depends greatly on the success of each other objective.

I. Determine how long it will probably take to implement the objective and a helpful order or sequencing of the objectives.

4.2 Who determines the priorities and establishes the target dates for objectives?

J. Again, this is a shared responsibility and includes the Director (Coordinator/Facilitator) and the Task Force and/or Steering Committee (with representation from groups of people most affected; with input from the Advisory Council if there is one).

K. Ultimate decisions rest with the professional educators (teachers and administrators) who utilize input from others.

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4.3 What areas (components) need to be included in the plan in order to increase the likelihood of implementation impact?

L. Utilize a chart/table that relates:

1. Objectives	2. Support Activities
3. Responsibilities	4. Resources
5. Evaluation	6. Time-Line

4.4 Do we want to implement through a field-tester pilot before expanding implementation?

M. Variables to consider:
 (1) How much is unknown or how controversial is the proposed change?
 (2) How much will a field-test/pilot contribute in information and clarification of concerns?
 How much support and credibility will wide-spread implementation require?

4.5 Who needs to participate in the program planning?

N. The Director (Coordinator/Facilitator) and the representative Task Force (Steering Committee) with input from the Advisory Council, if there is one.

4.6 What is the final criteria for making program decisions?

O. Base final decisions on what is best for the learners, not for adult convenience or preference.

4.7 How do we share information on program planning?

P. Be proactive (build into PR program). Announce developments in an open and positive way. Do not wait until there is criticism and you must be reactive instead of proactive.

4.8 What other expertise do we need for program planning?

Q. Use available consultative assistance and arrange inservice/staff development experiences.

STEP FIVE: IMPLEMENT AND EVALUATE

How do we implement for maximum impact?

5.1 How do we evaluate our implementation?

A. Use on-going evaluation.

B. Use process and product evaluation.

C. Use formative (as progressing) and summative (at the end) evaluation.

D. Use evaluation information to make adaptations.

E. Input from External people may also be helpful.

F. Keeping "on track" makes or breaks implementation success.

5.2 How do we keep "on track" during a long implementation time-line?

G. On-going responsibilities must be carried out by the Director (Coordinator/Facilitator), Task Force (Steering Committee), and Advisory Council, if there is one.

H. Plan activities:
   (1) Monitoring
   (2) Supporting (so crucial).
   (3) Adapting (when needed).

I. On-going inservice/staff development experiences hold the potential for success.

J. Utilize inservice/staff development experiences that:
   (1) Have a variety of options as to topics, outcomes, times, and durations.
   (2) Include different models: courses, meetings, workshops, visitations, materials, etc.
   (3) Include different modalities: visual, auditory, activity.
   (4) Provide for varying sizes: large group, small group, individual.
   (5) Include introduction, practice, and application opportunities.
   (6) Include three levels of development: procedural/management, content specific, and generic/comprehensive inservice topics.
   (7) Draw from local expertise: DESE consultative assistance, consultants from other local schools, universities/colleges, professional organizations, etc.
   (8) Are based upon (a) district-wide; (b) administrative and teacher needs identified for of small groups; and (c) needs identified for individual teachers and administrators.

5.3 How do we share information on implementation and evaluation?	K. Remember the learner-centered philosophy (for whom and why we are doing this). L. Be proactive (build into PR program). M. Research shows that the most positive support is already with the parents (build upon this) and that the greatest need for information and participation is with the business part of the community (develop **special ways to share here**).
5.4 What other expertise do we need for implementation and evaluation?	N. Use available consultative assistance from a wide variety of internal and external sources and arrange inservice/staff development experiences.

STEP SIX: REFINE, REVISE, REDESIGN and/or SELECT OTHER OBJECTIVES FOR IMPLEMENTATION

Where do we go from here?

6.1 Do we refine, revise, redesign?	A. Probably a combination of two or all three processes will be needed. (1) Refinement is a natural part of the minor changes needed in implementation and is an on-going process. It sometimes leads to revisions or redesigns. (2) Revisions usually occur as a consequence of implementation and require more change than refinement. Success in continued and expanded implementation is dependent upon revisions. (3) More complete redesign sometimes develops as an outgrowth of earlier implementation (usually with field-testing) when major changes are needed.
6.2 Do we refine, revise, and/or redesign while also developing other objectives for implementation?	B. If there were many unknowns, then refinement, revision, and redesign efforts will probably be greater. In such cases, you will probably want to restrict new implementation efforts. C. If there were few unknowns resulting in less efforts toward refining,

		revising, and redesigning, it may be appropriate to initiate new objectives. There will need to be adequate support for continued efforts, as well as for new efforts.
	D.	Base the decisions on local resources (human, material, financial to meet learner needs).
6.3 What other expertise do we need to refine (revise, redesign) and/or implement new objectives?	E.	Use available consultative assistance from a variety of internal and External sources and arrange inservice/staff development experiences.

PART TWO: QUOTABLE QUOTES FROM RESEARCH

Three research studies are cited here as added assistance in developing a local plan for curriculum development. Although there is a wealth of other practical research available, and although the content of the guide is already research based, the following three researches are outlined here because they are recent and have direct implications for local curriculum development.

I. EIGHT YEARS OF RESEARCH ON EFFECTIVE SCHOOLS, 1980

Rod Edmonds, Harvard

This major research identified five factors (excerpted here) that were consistently present in "effective" schools. The five factors have singularly surfaced in many studies of change and now this research indicates their relationship to helping students to achieve in an appropriate manner. The fine consistent factors present in effective schools are:

A. INSTRUCTIONAL LEADERSHIP IN THE BUILDING -- PRINCIPAL

(1) Consistent attention to teacher behavior in the classroom that relates to overall school behavior.

(2) Frequent and consistent classroom visitations including critiques, suggestions, follow-up.

B. RECOGNIZED EMPHASIS ON INSTRUCTION

(1) School values and priorities are known by teachers, administrators, support staff.

(2) Time, dollars, and materials relate to the school values and priorities.

C. SCHOOL CLIMATE

(1) Physically secure, clean, source of pride.

(2) Does not limit or interfere with instructional needs.

D. TEACHER BEHAVIOR RELATED TO EXPECTATION FOR STUDENT TO LEARN

(1) Teacher behavior communicates the student will succeed.

(2) Adjustments relate to successful access to the next levels.

E. UTILIZATION OF STUDENT PERFORMANCE INFORMATION FOR INSTRUCTIONAL PLANNING AND IMPLEMENTATION.

(1) Assessment of instructional needs.

(2) Basis for planning and change.

II. *INSERVICE AND STAFF DEVELOPMENT LEVELS OF DEVELOPMENT, 1980

Kevin Ryan, The Ohio State University

Ryan's research indicates that there are three development levels that must be considered when planning comprehensive inservice and staff development opportunities. While the three levels were dependent upon increasing years of experience in Ryan's study, it is reasonable to expect that these levels reflect generic principles that can be applied to many "new" efforts that would be undertaken by a school district. The three developmental levels for inservice are:

A. Level One: Procedural-Management Level
How is this scheduled, reported, etc.

B. Level Two: Content Specific Level
Related to one curriculum area or one aspect of a curriculum area. For example: How to teach long and short vowels.

C. Level Three: Generic Principles of Education
How to work with the overall learning environment.
For example: How to adapt of various learning styles.

III BURNOUT AND TEACHER JOB SATISFACTION, 1981

Douglas Heath, Education Daily 4/81
National Association of Independent Schools Survey

This research indicates that the two most critical factors related to job satisfaction and the unlikelihood of burnout are:

A. Growth Opportunities: Where teachers are being provided with opportunities to grow.
B. Utilization of Strengths: Where teachers have their strengths recognized and where they are able to use their strengths (the things they do well).

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*Also see Appendix B on Effective Inservice and Staff Development.

APPENDIX A

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
CURRICULUM AND INSTRUCTION
STAFF

BASIC SKILLS		
STATE LEADERSHIP PROGRAM	Donna Fjelstad	773-4687
LOCAL SCHOOL FIELD-SITE PROGRAM	Mary Jane Nelson	773-4687
EARLY CHILDHOOD	Kay Hammond	773-3447
INDIAN EDUCATION	Eugene E. Fracek	773-4670
INSTRUCTIONAL TELEVISION	Cliff Jansen	773-3261
LANGUAGE ARTS	Kathy Huse-Inman	773-4691
MATHEMATICS	Marilyn Hala	773-4689
READING	Roxanne Voorhees	773-4691
SAFETY AND DRIVER EDUCATION	Wyland Borth Dennis Johnston	773-4571 773-4571
SCIENCE	Jim Hauck	773-4696
SOCIAL STUDIES	Doug Phillips	773-4699

JOYCE LEVIN, Ph.D.
Director of Curriculum
and Instruction
773-4696

James O. Hansen, Ed.D.
State Superintendent
Secondary Education
773-3243

RESPONSIBILITIES

The Program of Curriculum and Instruction provides state-wide services and leadership development through the following four areas of responsibility:

1. Provide Consultative Assistance for workshops, meetings, and conferences by serving as a consultant and by coordinating consultative assistance from others.

2. Respond to Local School Requests for human, material, and financial resources.

3. Design, Research, and Development, and Disseminate guides and other curriculum materials.

4. Coordinate with Other Internal and External programs, agencies and groups in order to increase impact and avoid undesirable duplication.

STATE OF SOUTH DAKOTA · GREAT SEAL · 1889

APPENDIX B

EFFECTIVE INSERVICE AND STAFF DEVELOPMENT

Joyce Levin, Ph.D
Director of Curriculum and Instruction

I. ASSUMPTIONS

A. JOB MARKET AND STATIC SITUATION: will increase the need for effective inservice.

B. CHANGE/GROWTH MODEL NOT DEFICIT MODEL: represents a positive approach.

C. FACTORS SUPPORTING CHANGE: need to be built into the inservice program.

D. INSERVICE IMPLICATIONS FOR PRESERVICE EDUCATION: both work collaboratively.

II. GUIDELINES FOR EFFECTIVENESS

EFFECTIVE INSERVICE AND STAFF DEVELOPMENT:

A. IDENTIFIED NEEDS: Is based upon identified needs with input from participants.

B. VARIETY OF NEEDS: Is designed for individuals, groups, buildings, districts.

C. Principles of Learning: Utilizes principles of learning related to timing, involvement and participation, etc.

D. COMPREHENSIVE: Is comprehensive and includes short-range and long-range goals.

E. WIDE RANGE OF OPTIONS: Includes options for individuals, groups, buildings, and district-wide.

Visitations, conferences, workshops, courses, independent study, task forces, committee work, meetings, reading, TV, etc.

F. CONTENT: Content is offered to meet three developmental levels (Ryan).

Procedural/managerial information
Content specific
Generic information, knowledge, implementation

G. OUTCOMES: Is designed to meet two kinds of outcomes.

Awareness
In-depth

H. THEORY AND PRACTICE: Includes both theory and practics (application) rather than addresses only one or the other.

I. ADMINISTRATIVE SUPPORT AND PARTICIPATION: Is designed to meet specific administrative needs as well as includes administrators in the experiences.

J. COLLABORATIVE EFFORT: Includes a working relationship among Local School District, Higher Education, and State Department staff and others.

GLOSSARY

SOCIAL STUDIES
STANDARDS OF EXCELLENCE
DEFINITIONS

Attitude	An expression of values.
Career Education	The selected concepts, generalizations and processes which expose students to the various occupational and educational opportunities available in society.
Citizenship	Citizenship is the process of actively participating in the maintenance and/or improvement of a person's community, cultural group, state or nation.
Community	A social group of any size whose members reside in a specific locality and who have common bonds.
Concept	A category or cluster of ideas with similar characteristics.
Cross-Disciplinary	The organization of instruction which combines Social Science and non Social Science disciplines.
Curriculum	A plan for organizing content, materials and instruction.
Education	The process by which students develop concepts, generalizations and processes.
Environmental Education	The selected concepts, generalizations and processes designed to develop people's awareness of the environment and to encourage better use of it.
Evaluation	The act of comparing program information against predetermined objectives in order to make judgments about relative worth.
Free Enterprise Education	The analysis of the concept of private capitalism.
Future Education	The selected concepts, generalizations and processes which explore the preferred, possible and probable tomorrows.
Generalization	A statement of relationship between two or more concepts.

Global Education	The selected concepts, generalizations and processes which develop an understanding of the inter-relationship of people on earth.
Goal	A broad statement of purpose.
Individualized Instruction	A teaching style in which content and methods are varied, depending upon the aptitudes, developmental levels and psychological needs of each student.
Indoctrination	A process or method by which only one side of an issue is imparted.
Instruction	The process of teaching concepts, generalizations and processes to students.
Inter-Disciplinary	The selected concepts, generalizations and processes from two or more of the Social science disciplines woven into units.
Knowledge	Specific items of information used to develop concepts, generalizations and processes.
Learning Styles	The students preferred method of receiving receiving information.
Measurement	The process of collecting information for evaluation.
Moral Education	The analysis of values and norms which govern social behavior.
Multi-Cultural Education	The selected concepts, generalizations and processes which represent the blending of the many cultures making the world and the differences which exist. or The process of understanding the concept of culture and of the diverse cultures, ethnicities and social groups which comprise the United States national culture so that an individual can choose the values which allow maximum personal fulfillment and contribution to the continually volving national culture.
Multi-Ethnic Education	The selected concepts, generalizations and processes which recognizes the ethnic identity of a person or a group of persons and the importance of their contributions to society.

Objective	A specific statement of purpose which includes the who, what and, when appropriate, the criterion "how much".
Patriotism	An informed allegiance toward one's community, state or nation.
Process	A learned sequence of actions or operations conducing to an end.
Scope	The breadth and depth of the curriculum.
Sequence	The systematic ordering of knowledge, concepts, generalizations and skills.
Sectarian	An approach to education which promotes the perspective of a particular religious group.
Secular	An approach to education which is neutral toward religious group perspectives.
Single Disciplinary	A curriculum based onthe philosophy of a single Social Science.
Skill	Processes which result in observable behavior(s).
Social Fairness	Unbiased representative treatment of people regardless of sex, race, ethnic heritage, belief system, age or handicap.
Social Science	A group of disciplines each dealing with special phases of human behavior such as economics, sociology, political science, history, geography, psychology and anthropology.
Social Studies	An inter-disciplinary approach to the study of humankind and the world.
Society	A national or international group of people who have common bonds.
Standards of Excellence	A set of ideals against which local communities can measure their educational programs.
Teaching	Interacting with students to facilitate learning.
Values Education	A set of central themes reflecting a person's or a culture's ideals, attitudes and feelings toward basic life issues.

APPENDIX D

NATIONAL COUNCIL FOR THE SOCIAL STUDIES RECOMMENDATIONS*

The NCSS suggestions provided in this Appendix are organized around the following recommendations. These suggestions will be helpful in designing and implementing the Social Studies curriculum.

1. THE SOCIAL STUDIES PROGRAM SHOULD BE DIRECTLY RELATED TO THE AGE, MATURITY, AND CONCERNS OF STUDENTS.
2. THE SOCIAL STUDIES PROGRAM SHOULD DEAL WITH THE REAL SOCIAL WORLD.
3. THE SOCIAL STUDIES PROGRAM SHOULD DRAW FROM CURRENTLY VALID KNOWLEDGE REPRESENTATIVE OF HUMAN EXPERIENCE, CULTURE, AND BELIEFS.
4. OBJECTIVES SHOULD BE THOUGHTFULLY SELECTED AND CLEARLY STATED IN SUCH FORM AS TO FURNISH DIRECTION TO THE PROGRAM.
5. LEARNING ACTIVITIES SHOULD ENGAGE THE STUDENT DIRECTLY AND ACTIVELY IN THE LEARNING PROCESS.
6. STRATEGIES OF INSTRUCTION AND LEARNING ACTIVITIES SHOULD RELY ON A BROAD RANGE OF LEARNING RESOURCES.
7. THE SOCIAL STUDIES PROGRAM MUST FACILITATE THE ORGANIZATION OF EXPERIENCE.
8. EVALUATION SHOULD BE USEFUL, SYSTEMATIC, COMPREHENSIVE, AND VALID FOR THE OBJECTIVES OF THE PROGRAMS.
9. SOCIAL STUDIES EDUCATION SHOULD RECEIVE VIGOROUS SUPPORT AS A VITAL AND RESPONSIBLE PART OF THE SCHOOL PROGRAM.

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RECOMMENDATION 1: THE SOCIAL STUDIES PROGRAM SHOULD BE DIRECTLY RELATED TO THE AGE, MATURITY, AND CONCERNS OF STUDENTS.

Should your faculty want to take steps to help its curriculum relate more directly to the concerns of students and be appropriate to their age and maturity levels, either of two general approaches could be taken:

> Approach #1 assumes the sequence of units and courses is acceptable, but that the content and activities within the unit and courses should be related more directly to student concerns.
>
> Approach #2 assumes that the district wants to revise its unit or course offerings and that it wants students involved in the process.

Suggestions related to Approach #1:

1

In social studies courses give students copies of unit goals and objectives. Help them understand those goals and objectives from the outset of each unit and have them discuss how the goals and objectives relate to themselves as individuals and as citizens. Encourage them to add objectives they consider important that are related to the topic of the unit and to offer suggestions about activities related to objectives. Once the unit has been taught, ask students for their suggestions on how the objectives and activities could be improved the next time the unit is taught.

2

To the extent possible, give students options concerning what they read and do for assignments. Often, different materials, modes of inquiry, and reporting methods may be used to accomplish the same objective.

3

Use readings and activities, when possible, that relate content in concrete ways to the world of the student, to the adult world they will enter, and to the types of decisions students are making or will make.

Suggestions related to Approach #2:

4

The faculty could prepare a list of goals (or objectives). Have students discuss the goals, add new ones, and place them priority order. Apply the list to the total program, to individual courses, and to units within courses.

5

Survey students to determine what concerns they have that relate to social studies. Involve them actively in "brainstorming sessions" or in designing, administering, tabulating, and interpreting questionnaires. Let them suggest units and courses they would like to study.

6

Once curricular goals have been determined, enough courses should be offered to allow students to make some decisions concerning what they will take. In all cases the courses offered should relate to the curricular goals, and procedures need to be in place to help assure that students, despite their freedom to select courses, will have the opportunity to master all major curricular objectives.

RECOMMENDATION II: THE SOCIAL STUDIES PROGRAM SHOULD DEAL WITH THE REAL SOCIAL WORLD.

7

To what extent does your curriculum deal with enduring or pervasive social issues? Such issues may include the following: What should be the limits on law and on the power of government? What should should be the limits on personal freedom, privacy, autonomy? How should scarce resources within the nation be distributed? How in specific cases should such value conflicts as these be resolved: conflicts between freedom and the needs of the general welfare (including equality of opportunity), between stability (predictability) and social change; and between decision making by the general public and its representatives and decision making by experts? Such enduring social issues emerge in many sources--in court decisions, in matters under consideration by governmental bodies, in history books, in fiction, in daily newspapers, in periodicals and in many social studies curriculum materials. The NCSS journal, _Social Education_, has many articles showing how social studies curricula may deal with social issues. Footnotes of those articles could be examined to find current sources for further in-depth reading.

8

Obviously, the "real social world" is so vast and complex that it is impossible to study all of it at once. Moreover, no mortal person fully understands all aspects of it and how those aspects are interrelated. In many cases experts in disciplines of study have different conceptions of what makes the phenomena of their disciplines function as they do. Given such realities, it will never be possible for a social studies curriculum to teach students everything they might need to know about the world. Yet the aim should exist to shed more and more light on areas of importance about which there is ignorance. This aim can only be accomplished if a faculty keeps itself in the process of becoming more enlightened.

How does a social studies faculty expand its understanding of the social world?

- some districts encourage their faculty members to take more courses in subject areas which they teach.

- a few schools encourage faculty members to read articles and books directly relevant to what they teach. In some cases the schools and faculty subscribe to professional journals and collect bibliographies published by such groups as the National Council for the Social Studies, the Social Science Education Counsortium, the American Bar Association, the Asia Society, the Center for Global Perspectives, and the Joint Council on Economic Education. Sometimes, faculty members collect and share bibliographies from professors who have expertise in areas dealt with in the curriculum.

- some districts have organized inservice workshops to learn about the workings of local organizations. Prosecuting attorneys, defense attorneys, and judges could have met with faculties to discuss the local courts. Local business people have met with faculties to discuss recent changes in business operations that have resulted from changes in the national and local economies. There are many possibilities.

- some schools publicize public television broadcasts and documentaries that teachers use to keep updated.

9

A school may commit itself to understanding the multi-cultured fabric of the nation and world. Too often the dominant religion or cultural group of a locality is regarded as typical of all people. A pluralistic society like ours needs citizens who understand both their own roots and people whose roots are different from their own. A school so committed could do many things to help students understand and appreciate the diversity of this country and world. For example:

- Encourage students to read stories (and books) about people of different cultures. A joint English-social studies faculty effort could be made to obtain annotated bibliographies that list such stories. An ERIC search could be made to get a listing of such bibliographies.

- If the local community is one where there are different ethnic groups, an advisory committee of representatives from each group could be organized to assist the faculty in planning instructional activities of courses dealing with the diversity within the community and world. A school district that carried out such a program is the St. Louis Park, Minnesota Independent School District. Using Title IV-C Funds, it developed a course entitled "Religion in Human Culture."

- The faculty could list opportunities students have to work with members of racial and ethnic groups other than their own on projects of mutual interest. (Other schools could be involved.)

- The local school district could participate in international youth exchange programs. (American Field Service, Youth for Understanding, or others.)
- The faculty could sensitize itself to the insensitivity of many U.S. textbooks to the values of other cultures and the pluralism of the United States. The National Council for the Social Studies, the Asia Society, and the Center for Global Perspectives produce relevant publications.

10

Local public issues being dealt with by the city council or town meeting could be identified and studied using direct observation, newspaper articles, and interviews. Ask students to identify the issues, the competing values, and the relevant facts in an effort to come up with their own solutions to the issues. Students could participate on various sides of the controversies or the class could simulate the city council or town meeting where the policy decisions will be made. (See also Suggestion 17 below.)

11

As current issues are studied, encourage students to predict problems they think this society and humanity will face in the future.

12

Local textbook studies should be conducted with Guideline 2 in mind. That is, the faculty could examine materials to make certain that they do not present an image of the world that is too generalized, too idealized, and too simplistic; that they emphasize important social issues and their implications; that they emphasize the diversity and varied perspectives of people within the United States and world; and that they encourage students to learn more about the politics, economics, and social structures of their own communities.

RECOMMENDATION III: THE SOCIAL STUDIES PROGRAM SHOULD DRAW FROM CURRENTLY VALID KNOWLEDGE REPRESENTATIVE OF HUMAN EXPERIENCE, CULTURE, AND BELIEFS.

13

Invite history and social science professors to conduct seminars on knowledge and research methods they consider most significant for students. The local faculty could adapt the suggestions proposed by the scholars to their K-12 social studies program. (See also suggestion #3 above.)

14

One way a faculty could make certain it is teaching valid, up-to-date ideas is to use books consistent with recent scholarships . It is important to be as explicit as possible about the kind of book being sought. ("I need a current social science book," will lead to a less productive search then will "I need an understandable, up-to-date book that identifies major concepts and theories in sociology.") Some strategies to find books were listed in Suggestion 8 above. Other strategies include: examining book reviews in scholarly journals, looking at advertisements in journals for basic textbooks, looking up those books by author in the Book Review Index to find where they have been reviewed, and seeking the advice of a reference librarian. Social science teachers located near a university will have an easier time getting what they want than will teachers in isolated rural areas. Yet teachers in the rural areas could correspond with professors or discuss with a local librarian how they might proceed. Many local libraries are affiliated with state library systems that have inter-library loans.

15

A large collection of frequently used history books in a school's resource center is one sign that students may be developing historical perspective. Novels and short stories set in different times and places could also be used to help students understand how people have lived in different times and places and understand the kinds of problems various people have faced. (One may gain more insight into World War I by reading All Quiet on the Western Front than by reading the few pages on World War I found in many junior or senior high school textbooks.)

16

Some social studies curriculum materials emphasize methods of inquiry more than others. Districts that want such a focus could examine the Social Science Education Consortium's Data Book to find current examples of those materials, following which those materials will need to be examined.

17

An important aspect of good thinking in social studies is the ability to discuss differences of opinion productively. On the next page is a table that identifies types of disputes and how they may be handled. Since the table is an oversimplification of a complex subject, teachers are advised to read a book like Clarifying Pulic Controversary by Fred Newmann and Donald Oliver (Little, Brown and Company, 1970), to enrich their background. Some social studies curricula emphasize issue discussion skills. Teachers who become proficient in analyzing and discussing differences of opinion will find many opportunities to use issue analysis concepts and skills in their class discussions.

General Type of Difference of Opinion	Examples (A few of the many possible)	Various Possible Resolution Strategies (Some apply better to some disputes than others.)
Individuals differ over facts, generalizations, explanations	."At least two people were involved in the murder of Martin Luther King." "No, only one man was involved." ."Women make poor supervisors." "I disagree with you about that." ."People become aggressive when they are frustrated." "Are you sure about that?"	. Evaluate testimony of witnesses. . Critically evaluate primary sources. . Evaluate quantity and quality of evidence to determine if it is sufficient to prove the generalization. . Conduct interviews and experiments; observe behavior.
Individuals differ over definitions of words	."Obviously, he is a Communist." "I disagree. You don't even know what a communist is."	. Consult authoritative sources like dictionaries, scholarly works, and laws. . Discussants reach agreement on a definition that satisfies all of them.
Individuals differ over moral values	."A book like that one ought to be banned." "Not in this country! Books of any type should not be banned in this country."	. Infer general values that support the various policy positions (public morality or general welfare versus freedom of press in this case.) . Consider consequences of alternative positions in the light of higher values like human dignity or justice. . Establish rules for how such disputes should be resolved. (Under what few conditions should freedom of press be restricted in the interest of the general welfare?)

18

Although social studies curricula can explore all kinds of concepts, students have only a finite amount of time for social) studies instruction. Consequently, for each concept, it is appropriate to ask: Is this concept important for every student? for most students? for some students? for few students? for scholars only? for no one?

A faculty that wants to make certain it emphasizes important concepts could use the following activity at a workshop:

1. Each faculty member should bring to the workshop five cards on each of which is listed a concept that the faculty member considers important.

2. The faculty members could be organized in groups of three to five people, and each group could be given an equal number of cards.

3. In the small groups one-third of the cards should be placed in a pile for concepts of highest priority, one-third should be placed in a pile for second highest priority, and one-third in a pile for lowest priority.

4. Once groups have sorted their cards into the three piles, each group should report to the total group on which concepts are of highest priority. The reports should also include the groups reasons for their choices. Faculty members should be encouraged to express agreement and disagreement with the group reports.

5. Concepts that are considered of highest priority should be listed and emphasized in the curriculum.

19

Assess the balance between western and non-western course offerings in elective programs.

RECOMMENDATION IV: OBJECTIVES SHOULD BE THOUGHTFULLY SELECTED AND CLEARLY STATED IN SUCH FORM AS TO FURNISH DIRECTION TO THE PROGRAM.

20

Several sources of information may be used to help generate a list of worthwhile goals and objectives, including the district's philosophy and objectives, objectives developed by State Departments of Education and by other school districts, the objectives of individual teachers, and objectives found in and implied by publications of professional organizations. An ERIC search using the descriptors "social studies" and "educational objectives" "cognitive objectives", "affective objectives", and/or "behavioral objectives" may also be conducted to find lists of social studies objectives. A librarian at a university could assist with the search.

Once objectives are collected, sort them by general categories like U.S. history, world history, government, and economics. Objectives that duplicate each other or that seem unimportant should be weeded out. Having too many objectives will keep people from "seeing the forest for the trees."

Once objectives are organized logically, sort them by level, deciding which ones should be introduced and developed in early elementary school, in late elementary school, in early secondary school, or in late secondary school. Most important objectives should receive emphasis at several levels in the K-12 curriculum. The committee that assigns objectives to levels should consider how the objective may be related to the existing K-12 scope and sequence.

People involved in the above processes should include social studies teachers and administrators with special responsibilities in curriculum. When appropriate, students and other noneducators from the community should be asked to give input. In many cases, School Boards will examine the objectives, suggest modifications, and vote to approve them.

21

Teachers from the various grade levels could share model lessons or units that illustrate clearly how the subject matter may be related to objectives the district considers important.

22

Develop test items related to the program's most important objectives, pilot them with trial groups, revise them, administer them to students to establish baseline data, and re-administer them in subsequent years to analyze changes. (All test items need not be developed by the same person at the same time. The entire social studies faculty could participate by placing items in a file box with one item per file card.)

23

Let students know the goals and objectives of instruction and how much progress they are making.

24

Seek advice from evaluation or measurement specialists from a local university to help design a plan for assessing students on the district's high priority objectives.

25

A district committee of social studies teachers from different levels should review and revise objectives periodically.

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RECOMMENDATION V: LEARNING ACTIVITIES SHOULD ENGAGE THE STUDENT DIRECTLY AND ACTIVELY IN THE LEARNING PROCESS.

26

Inventory what faculty members are actually doing so far as providing a variety of activities is concerned. This may be carried out by the teachers themselves. A matrix like that below could be filled in by teachers each day. Once matrices are filled out for a week or longer, teachers could discuss at a staff meeting what they found out about the extent and variety of activities they are using.

DAY OF WEEK	TYPE OF ACTIVITY FOR STUDENTS									
	Listen to lectures or view film.	Formulate hypotheses to explain social phenomena.	Collect data to test hypotheses.	Make decisions based on knowledgeable values, and problem solving strategies.	Conduct inquiry in various sized groups.	Participate in simulations, plays, dramas.	Conduct research in the community library, etc.	Participate in oral history - using adults who are knowledgeable.	Art projects or make visual presentations.	Other
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

27

Have meetings to share ideas about activities used in class. Each teacher or some of the teachers could bring in examples of activities to share with their colleagues. This would be a "Show-and-Tell" for teachers, where they explain and provide supporting materials to illustrate particular activities that involve students actively in their learning. Faculties that use the matrix above could use this activity to focus on categories of activities that are seldom used. Discussion that follows each presentation should be a brainstorming of "How might this activity be improved?"

28

A local district or a group of school districts could conduct a Social Studies Educational Fair for themselves, other teachers, administrators, and parents. At the fair different social studies teachers would make presentations on specific activities and teaching strategies they use to involve students actively in their own learning. A fair could have these positive results: ideas would be shared; creativity in teaching would receive positive reinforcement; parents and non-social faculty would learn about the social studies program; and teachers who deserve recognition would receive recognition.

29

Many social studies teaching approaches, such as simulations, value clarification, jurisprudential teaching, dilemma discussion to promote moral development, inquiry lessons, and community-based action learning, involve students actively in their own learning. Each approach is related to philosophical assumptions concerning the purposes of education and how social studies should relate to them. Each approach requires teachers to understand different steps or phases in the sequence of teaching. Finally, each approach could have some negative as well as positive outcomes. Consequently, use of these approaches requires expertise on the part of the teacher.

A local faculty could conduct a study of these approaches using up-to-date journals like Social Education and current books dealing with the particular approaches. Several ways to find books were listed in Suggestions 8 and 14 above. In addition, the Social Science Education Consortium Data Book has a section devoted to teacher resource materials.

RECOMMENDATION VI: STRATEGIES OF INSTRUCTION AND LEARNING ACTIVITIES SHOULD RELY ON A BROAD RANGE OF LEARNING RESOURCES.

30

In a given course like American history, consider using a variety of text materials that vary in reading difficulty instead of relying upon one textbook. Although such an approach makes it impossible to give an assignment requiring all students to read the same pages from the same book, other types of assignments are possible. For example, students could be given a problem like this, "What was FDR's view of the government's role in the United States economy?" Students could be asked to check out one book, list the author and title of the book, and find that author's answer to the above question. In class on the following day students would be asked to compare answers from the different sources. The discussion could get into such questions as these: Why do different histories say different things about the same topic? How does one decide which history to trust more? How does a person develop a more accurate view of what things were like in the past?

31

For those materials in the school's resource center--books, filmstrips, kits, etc.--a member of the social studies faculty or the resource center director could:

- Set up displays of the materials for faculty and students.
- Encourage teachers to field test new materials.
- Develop annotated lists of materials for various subject areas within social studies, such as geography, American history modern Europe, etc.
- Ask teachers to list materials they use with comments and circulate list among faculty.

32

Collect annotated bibliographies of books to use in expanding library or resource center collections. To find such bibliographies the librarian could check with organizations, such as the National Council for the Social Studies, the Social Science Education Consortium, the Joint Council on Economic Education, the American Bar Association, the Asia Society, and the Center for Global Perspectives.

33

Obtain a list of publishers and keep an up-to-date set of catalogues from all publishers on the list.

34

The faculty and librarian or resource center director may collect and list free and inexpensive pamphlets and audiovisual aids which may be ordered or rented from government, community organizations, professional groups, and businesses.

Often certain material is free because a group wants to get across its point of view. To avoid getting a one-sided perspective when using free or inexpensive materials, get different materials from different groups on the same topic.

35

Regardless of what books are used, it is likely many students are not learning efficiently from them. Social studies teachers can play a constructive role in helping students read their social studies material more effectively. For faculties that want to improve their competence in helping students read effectively in their content area, these activities should be considered:

- Social studies faculty members may take courses on teaching reading in content areas. (Such courses should help them learn how to assess difficulty of materials and help students learn to read material for different purposes with greater comprehension.)

- Arrange for inservice workshops on reading in content areas. The local district, State Department of Education, or a nearby university should have resource people to conduct such workshops.

- Collect articles on teaching reading in social studies, have different faculty memebers read different articles, share ideas at one faculty meeting, and at a later meeting discuss how those ideas worked when implemented. Social Education has articles on teaching reading in social studies.

36

The social studies faculty should seek sites, organizations, and people in the community that could serve as resources for the social studies program. Museums, court houses, historic buildings, businesses, newspapers, and professional and trade groups could all be contacted to find out what they have to offer the social studies program and how they may be used. People from such places or groups could be invited to meet with the social studies faculty at one or more of its meetings. Out of such investigation an easy-to-update directory of local resources for social studies instruction could be developed. The local P.T.A. might assist in this project.

37

Faculty meeting time or workshops could be devoted to strategies to develop investigative skills in students--interviewing, conducting surveys, making oral history tapes, etc. An historian or a social scientist from a nearby university who conducts survey research could serve as a resource person.

38

Some school buildings have an extra classroom, which could be converted to a social studies media center. If funds permit, the resource center should have a paraprofessional to handle checking out materials and assist students in finding materials. Ideally, all social studies classes should be near the media center so that students and entire classrooms could readily use it. This idea has in fact been implemented in some secondary schools.

39

If funds permit or people are willing to volunteer time and material, study carrels, display space, and dividers could be made or obtained for the classroom or resource center to facilitate individual study, conferences, small group discussions, and other arrangements for instruction.

40

The local faculty should be on the lookout for new teaching devices such as teletype machines, which may motivate slow learners.

RECOMMENDATION VII: THE SOCIAL STUDIES PROGRAM MUST FACILITATE THE ORGANIZATION OF EXPERIENCE.

41

Once the concepts to be emphasized in a unit are identified, plan ways to relate those concepts to the experiences of the students. For example, such economic concepts as "consumer," "producer," "consumer goods," "capital goods," "costs," "revenue," "profit," and "opportunity cost" can be related to everyday experiences and observations of students. They make economic decisions as consumers, and may have jobs. In addition, teachers may relate those concepts to economic decisions and activities of the students' parents as consumers and producers.

The general approach a teacher may use is, first, to identify concepts to be taught and, second, to think of specific ways those concepts could be related to student experiences. Students themselves could be involved in the process by being asked to give examples of the concepts as they are defined. For example, in a classroom where students are studying the Bill of Rights, a teacher could ask students to explain how they feel a principal, teacher, or parent who believes in "due process of law" would handle a situation in which one of them suspects a child under his or her direction has broken an important rule.

42

As units are planned, it is important to ask the question, "What knowledge, skills, and attitudes ought students learn from this unit?" The answer to that question could be written on paper or on file cards. Two other questions follow: First, "Why are such learning outcomes important for the students as individuals and as members of our nation?" Second, "If students are to learn what the unit objectives state, what concepts, knowledges, skills, and/or appreciations must students have first?"

For example, suppose Mrs. Kelso has decided she wants her students to understand that the Supreme Court interprets law as a major outcome of her unit on the U.S. Constitution. To the question, "Why is that objective important?" Mrs. Kelso decided that all citizens need to understand how in our political system conflicts may be resolved peacefully using constitutional law and that all citizens need to understand how the Supreme court plays an important role in resolving and preventing disputes (by making final decisions and by setting policy for similar disputes based on its interpretation of the Constitution.) Mrs. Kelso also decided her students should appreciate those functions of the Supreme Court. (Imagine what would happen if there were no court of last appeal or if there were no superior court to set policies for other courts in similar cases.) By answering the question of why the objective is important, Mrs. Kelso knows that she can justify emphasizing the objective and she has a clear idea of the place of the objective in the course she is teaching.

For Mrs. Kelso's students to succeed with the objective, she needs to give hard thought to the question of what students need to know and be able to do in order to understand what her main objective calls for. In this case, Mrs. Kelso decided students need to understand the following ideas: What is the Constitution? How are specific phrases of the Constitution subject to conflicting interpretations? How do cases originate in court? How do they get to the Supreme Court? What is the Supreme Court? How do members get appointed? How long do they serve? How do they make decisions? What impact do specific decisions have? She also decided that students need to be able to define "interpret" and "law" and that they should be able to give examples of how rules or laws are interpreted in general (by parents, teachers, the Baseball Commissioner, etc.). All of these ideas, and perhaps more, seem to be ideas students should understand if the statement, "the Supreme Court interprets law," is to have meaning for students. Once the ideas are listed, they need to be organized in logical sequence for instructional purposes, beginning with ideas most easily understood and most closely related to student experiences.

43

Special effort needs to be made to help students develop competence in being able to acquire knowledge. Students will need help from the teacher to develop skills of identifying and defining problems, of using productive inquiry strategies, and of drawing conclusions from data. They will also need assistance in reading, speaking, and writing more effectively and in library research and in interviewing people. For teachers who want to expand their teaching skills in these areas, several steps may be taken: Check with a counselor or librarian to find books or booklets on study skills, look through professional journals like Social Education and Research on the Teaching of English to find articles on teaching reading and writing in content areas, and utilize the services of the school librarian to plan ways of helping students gain knowledge and practice in the use of the library.

44

The faculty could examine the entire K-12 curriculum to make certain that complex, abstract topics are not taught before students are able to understand them.

45

The entire K-12 curriculum could be examined to make certain that areas of most importance in social studies are emphasized in the general curriculum for all students. In addition, within the general curriculum, individual teachers or groups of teachers may think of ways of giving students some choice regarding what they will study. (The choices may relate to whether more time will be spent on Unit A or Unit B, which objectives will be given priority, which topics individual students will focus on in conducting investigations and writing reports, and so on.) Electives should also be offered to supplement required courses at the senior high level. In schools where few courses are required, the faculty should consider requiring students to choose electives from certain categories of courses like world studies courses, American studies courses, and behavioral science courses to help assure that each student will have a balanced social studies program. Whatever students may choose, it goes without saying that each elective must offer valid, worthwhile social studies experiences.

RECOMMENDATION VIII: EVALUATION SHOULD BE USEFUL, SYSTEMATIC, COMPREHENSIVE, AND VALID FOR THE OBJECTIVES OF THE PROGRAMS.

46

One important tool for evaluation of a program is a test relevant to the program's objectives. Suggestion 22 above pertain to developing a test for the program evaluation. Here are a few more ideas to consider:

- A faculty that develops test items related to its main objectives could analyze student performance by objective rather than by a generalized test score. For example, if the test includes four items per objective for ten objectives, a decision might be made that to pass an objective the student must answer at leat three of the objective's four items correctly. In such a case, rather than report a score like, "Mary Wilson answered 85% of the items on the test correctly," the report could be one stating which objectives Mary Wilson passed. The latter kind of report is useful in discovering areas where students have difficulty and where the program needs strengthening.

- A school that uses standardized tests pertaining to social studies could analyze student answer sheets on an item-by-item basis to draw inferences on which types of questions seem most difficult for individual students. Any problem areas that correspond to priority objectives should be given special attention.

- A faculty that has difficulty developing its own test items and that is dissatisfied with using standardized tests could seek test items developed by others. An organization like the National Assessment of Educational Progress (Suite 700, 1860 Lincoln Street, Denver, Colorado, 80295) has developed test items to assess social studies and citizenship education. A number of N.A.E.P. items are released for anyone's use. Entire books have been written that list social studies objectives. One example is *Learning Objectives for*

Individualized Instruction: Social Science by Westinghouse Learning Corporation (1975). An ERIC search may be conducted to find other references.

47

The faculty could develop a record keeping system related to course and district objectives to keep track of progress for individual students. Students should be aware of the objectives and be involved in assessing their own progress. A record system based on objectives that is not too complex could be used to report to parents information far more descriptive than traditional letter grades.

48

As a classroom activity, the teacher and students could examine course objectives and plan jointly ways to assess progress vis-a-vis the objectives. Questions could be asked like this: "How can we determine if each of you understand the concept "nationalism." Students should be encouraged to suggest procedures other than traditional paper-and-pencil test items. Skits, essays, "quiz shows," student interpretations of cartoons in class, art projects, and other activities could all provide data that may be used to determine whether students understand concepts. As students become involved in the evaluation of their own progress, they will better understand what is expected of them and should learn more.

49

The faculty of one school could explain to the faculty of another school how it evaluates its program. Both faculties should gain useful insights in the processs.

50

Periodically, objectives should be reexamined. Social studies teachers and elementary teachers should participate in the study. In addition, parents and other local resource people may be invited to offer suggestions. Some districts make review of their objectives a regular event.

RECOMMENDATION IX SOCIAL STUDIES EDUCATION SHOULD RECEIVE VIGOROUS SUPPORT AS A VITAL AND RESPONSIBLE PART OF THE SCHOOL PROGRAM.

51

Social studies teachers need to have access to adequate materials. The following questions might help a school district determine where it stands in this area:

- Is an inventory of needed books and supplies available to teachers and updated frequently?

- Is there in each school a catalog file of current social studies materials?

- Are resources available to create instructional materials, such as transparencies, maps, charts, slides, or tape recordings?

- Are consultants involved in the district's inservice program to teach skills of using and creating instruction materials?

- Are regular procedures established, and known by all social studies teachers, for the spending of available materials funds?

52

Are teachers encouraged to try out and adapt promising innovations for their own students? Are they provided with released time and some funding to attend national, state, and local confereneces that deal with innovative approaches to teaching social studies? Is time allocated so that teachers who go to such conferences can share what they have learned with other teachers? Are some local district monies specifically allocated to "innovation" and awarded to teachers on the basis of written application? Does the district have a method of rewarding teachers for upgrading their competencies as social studies teachers?

Districts that can respond "yes" to the above questions are certainly providing conditions that will stimulate the use of new ideas in the teaching of social studies and the professional growth of social studies teachers.

53

Several steps may be taken to help the district social studies program relate to the needs of the immediate community and to society:

- Parents and business and civic leaders may be invited to meet in small groups to examine present curriculum topics for their relevance to the community and suggest additional topics to be taught in the social studies curriculum.

- The school may wish to offer programs for the PTA and for various civic groups concerning the successful curricula developed and adapted by local educators.

- Community people may form a resource pool to assist in teaching within the social studies curriculum where they have needed expertise.

54

Classroom teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities. Membership on those committees should be publicized to all teachers, and opportunities for sharing curriculum committee decisions should be a regular part of faculty meetings. The social studies curriculum should be examined for potential revision at least every two years. When necessary, released time during the school day should be available for teacher-curriculum developers.

55

Teachers should be encouraged to participate regularly in activities which foster their professional competence in social studies education (workshop, inservice classes, community affairs, reading, studying, or travel). Here are a few suggestions to help implement this recommendation:

- A bulletin board may be used to post information about opportunities for teacher development.
- Matching funds could be made available for teachers to take advantage of learning opportunities when the teacher agrees to use what was learned to prepare a staff development seminar open to the system's teachers or to use knowledge gained for curriculum development.
- Released time, when necessary, might be given during the school day for the purpose of fostering professional competence, such as consulting with supervisory personnel or consultants about curriculum development.
- See also suggestions 8, 13, 26, 27, 35, and 37 above.

56

Social studies educators in a school district should have competent consultants available. The district could develop and keep up-to-date a listing of experts on social studies topics in the community among business and civic leaders and among teachers. The list should be part of the resource center in each school. Those people could work with the teachers or with the students directly.

57

Teaching strategies workshops could be given by local teachers identified by supervisory personnel and the teachers themselves.

58

Teachers and schools should have a district-wide policy statement on academic freedom and professional responsibility. The district could either utilize the NCSS Policy Statements on Academic Freedom or it could create its own policy statement.

59

To build a climate of community support for social studies, consider the following activities:

- Disseminate information about sound, innovative aspects of the local program via newspaper articles, media reports, and civic group programs.

- Involve administrators, the board of education, and the community in curriculum decisions where their input would be helpful.

- Have a social studies fair for which students develop displays and presentations which show what they have learned in class and independently that relates to social studies.

60

The local district should make certain time is allocated to social studies instruction each week at the elementary level. Social studies topics and teaching strategies should be clearly identified within the curriculum at every level. Interdisciplinary possibilities should be recognized and exploited (for example, stories in the reading program may be related to social studies concepts, library skills developed in language arts could be applied in social studies, social implications of scientific findings could be discussed). The use of interpersonal skills and community experiences should also be an integral part of the elementary social studies curriculum.